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## **University of Haifa – VDU**

### **Dual degree**

## **MA - Giftedness and Inclusion**

**Giftedness: University of Haifa – Department of Special Education**

**Inclusion: Vytautas Magnus University (VDU) – Education Academy**

#### **The hosting faculties:**

**UoH – Faculty of Education**

**VDU – Education Academy**

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# Part I Overview

## 1 General background

This document proposes a dual degree program designed jointly by the University of Haifa (Israel) and Vytautas Magnus University (VDU) based on the two existing unique programs existing in these two universities.

### 1.1 Giftedness

UoH conducts MA in Gifted and Talented Education that connects research and practice in the education of highly able children. The concept of giftedness refers to exceptional abilities, special skills and special creativity. A general concept of giftedness defined with the help of intelligence tests (the IQ index - Intelligence Quotient), is the most common of the concepts of giftedness. In most definitions of giftedness, the general ability emerges as a necessary component from several other components such as motivation, persistence and creativity. Specific giftedness refers to special abilities in specific areas. General creative thinking enables innovative and original solutions of the highest quality to various problems. In the world, it is customary to regard as gifted the 1%-3% of children or adults who are the highest in various abilities, especially in IQ tests, and to define the top 5%-10% as outstanding.

Gifted and gifted education is recognized in the academic community as an independent field whose researchers define themselves as gifted education professionals. The field has major scientific journals and there are also organizations and international conferences that deal with research in gifted education (see appendix number 4).

The Division for Gifted and Outstanding Students in the Ministry of Education, in collaboration with the Teacher Training Division, recommended the opening of a teacher training program as part of an academic program for certificate studies after a bachelor's degree or as part of a specialization program in teaching gifted and outstanding students for a master's degree.

### 1.2 INCLUSION

Inclusion is a dynamic, constantly changing process, adapting to the local socio-cultural context, in order to create conditions for communities and systems to combat discrimination, celebrate diversity, promote participation and learning without barriers for all people, recognizing and respecting all personal differences: ethnic groups, national minorities and indigenous peoples, gender, immigrants, special educational needs, aptitudes (Cerna et al., 2021). This system not only ensures social justice, but also increases the supply of knowledge and skills that stimulate economic growth and social cohesion (Mezzanotte, 2022). The curriculum is a key tool for implementing the principles of inclusion and equity. The flexibility of the curriculum that meets the needs of mentees, the ability for students to choose the topics, ways and means of learning, the adaptation of the school to the needs of the local community are criteria for fairness and inclusion. For the implementation of inclusion, various educational environments are used. OECD research data (Varsik, 2021) show that the majority, about 37% of gifted students, are educated in general (mainstream) classes; about 19% of these students learn mainstream classes with resource support, i.e. individually or in small groups they also receive lessons from a competent teacher; about 16% of students learn mainstream classes with indirect support, where students study in general classes, and the teachers who teach them receive professional advice; 7% of students study in the main classes with the help of withdrawal – i.e. up to 50% of the learning time is educated separately with specialists; in specialized classes of general education schools or specialized schools.

Especially gifted students and especially gifted students with disabilities, studying in common classes together with all students, greatly enrich the community of learners and develop the competence of self-

realization in the usual order of society themselves. However, the need to model and realize the content and environment of quality education for a heterogeneous group of mentees presupposes the need for a very high-quality formation of the competence of educators to develop heterogeneous groups.

### 1.3 Giftedness and Inclusion

While inclusion is usually considered in the context of special education and education of students with special needs (meaning students with learning disabilities and different levels and types of cognitive and affective impairments), the current program suggest focusing on nature and nurture of gifted and talented students, including gifted students with special needs (e.g., highly functioning autistic students, highly functioning students with visual and hearing impairments). This combination is underrepresented in research and in practice and the program is aimed at filling this lacuna.

## 2 Information about the program

### 2a Internal institutional reasons for submitting the program

#### Giftedness

The Faculty of Education and the University of Haifa have leading academic staff in Israel in the field of education and research of the gifted and outstanding. The faculty members in the proposed program are involved in promoting various research and development projects in the field of giftedness and excellence.

Prof. (emeritus) Moshe Zeidner is an international expert in the field of emotional intelligence in general and gifted people in particular.

<https://www.researchgate.net/profile/Moshe-Zeidner>

Prof. Roza Leikin is an international expert in gifted and talented education as well as in development and identification creativity. She conducts behavioral, cognitive and neurocognitive research paying special attention in the relationships between creativity and giftedness

<https://www.researchgate.net/profile/Roza-Leikin>

<https://scholar.google.com/citations?hl=en&user=evQLewEAAAAJ>

Prof. Mark Leikin is a prominent researcher in the fields of cognitive abilities including learning disabilities, basic cognitive traits. Prof. M. Leikin explores relationships between students' cognitive development, bilingualism, mental flexibility, creativity and giftedness.

<https://scholar.google.com/citations?hl=en&user=sAnIFhUAAAAJ>

Dr. Joy Benatov is a specialist in abnormal psychology, health psychology and clinical psychology. He research focuses bullying, suicide prevention, interpersonal psychotherapy and early intervention (Education) including all these aspects in the context of education of gifted and talented.

<https://www.researchgate.net/profile/Joy-Benatov>

<https://scholar.google.com/citations?user=apuhM2wAAAAJ&hl=en&oi=ao>

This team of researchers will lead innovative research and educate the program participants. The students at the program will study special courses and conduct research related to giftedness and general courses on cognitive and emotional development of students at different ages, as well as ways in which teachers can be trained and parent can be supported.

#### Inclusion

Prof. dr. Alvyra Galkienė is a Professor of Social Sciences at Vytautas Magnus University, head of the Transformative Educational Research cluster. She is recognized as an inclusive education researcher and one of the pioneers of its practical application in Lithuania. Her field of scientific interests covers

the topics of inclusive pedagogy, Universal Design for Learning, success in education for every child, and full participation in education of persons with special educational needs.

<https://orcid.org/0000-0002-1920-6944>

<https://www.researchgate.net/profile/Alvyra-Galkiene/stats>

Assoc. prof. dr. Lina Miltenienė. Her research focuses bullying, special needs education, inclusive education, special educational support, teacher education for inclusion.

<https://orcid.org/0000-0001-9397-4477>

<https://www.researchgate.net/profile/Lina-Milteniene/stats>

Prof. dr. Giedrė Kviškienė. Her research interests relate to social innovation, social economy, international democracy and civic education in the field of children's rights, equal access to education in the implementation of project management.

<https://orcid.org/0000-0002-0865-5437>

<https://www.researchgate.net/profile/Giedre-Kvieskiene-2/stats>

Assoc. Prof. dr. Sigita Burvytė. Her research interests relate to positive parenting, social-pedagogical help for the child, community mobilization for self-development, self-help for teenagers. She founded VŠĮ "Vaikai ugdymas" organization in 2012, which provides assistance to the child, family and pedagogues in matters of child education.

<https://hdl.handle.net/20.500.12259/154009>

Assoc. Prof. dr. Milda Brėdikytė. Her research interests relate to learning through play, narrative playworlds, creative drama and puppetry in the frame of cultural-historical activity theory.

<https://orcid.org/0000-0003-0667-6477>

<https://www.researchgate.net/profile/Milda-Bredikyte>

Assoc. Prof. dr. Rasa Nedzinskaitė – Mačiūnienė is the researcher in the fields of leadership, educational management, teacher education, teacher professionalism. She conducted practice in Lund University (Sweden) and in Latvia University.

<https://orcid.org/0000-0003-4317-6981>

<https://www.researchgate.net/profile/Rasa-Nedzinskaite>

## 2b Non-institutional reasons, referring to issues such as: the needs of the economy, employment opportunities for graduates, similar programs in other institutions and other reasons

### **Giftedness**

In recent years, society and educators are increasingly aware of the importance of nurturing gifted and outstanding students. As a result, MA and PhD programs in educating gifted and outstanding students were established in many universities in the USA. These programs deal with research and policy issues, the construction of diagnostic tools and curricula, and also provide special support and preparation for teachers who teach (or are supposed to teach) gifted students (see appendix number 3).

### **Inclusion**

In the processes of formation of a democratic society, inclusive education is one of the main conditions for the development of an open society and a better and sustainable world for all. In order to achieve the

sustainable development of society and the environment, the world's strongest universities conduct study programs that deal with the issues of inclusion from various angles. For example, Stanford University offers the Leverage Diversity and Inclusion for Organizational Excellence MA program and the Diversity & Inclusion cycle for the development of teacher competences; Harvard University runs the MA program "Human Development and Education" and the teacher competence development program "Leading for inclusive education"; a whole series of study and teacher competence development programs are established at universities in Oxford and others. Inclusion processes are constantly changing, driven by transformations as society develops and the needs of mentees change. The study programs of inclusive education analyze the issues of ensuring equality and justice in education, coexistence and cooperation in heterogeneous groups, the issues of forming a universal educational environment accessible to everyone's participation.

## **2b1 Why is the program suitable for society and the economy?**

### **Giftedness**

One of the main goals of the education system is the maximum realization of the learner's potential, which is defined as a complex function of ability, motivation, and learning opportunities. Included in this rule is also the realization of the potential of outstanding students and gifted students which will enable the training of a new generation of scientists, intellectuals and creative artists who will contribute to the development of society, science and technology. On the personal level, realizing the potential of outstanding students and gifted students should include helping students realize their curiosity, interest and ability as well as meeting their diverse needs. On the social level, and as a contribution to the society in which we live, it is very important to realize the human potential that exists in the State of Israel, including the realization of the potential of outstanding students and gifted students.

### **Inclusion**

The organization of education in accordance with the principles of inclusion, especially the Universal Design for Learning (UDL) , creates the conditions for the realization of justice in education (equity in education). This means that individuals from different socio-economic, cultural backgrounds, immigrants, individuals with health problems and other differences have an equal opportunity to maximize the realization of their academic potential by leading with others and experiencing the construction of social and emotional well-being. It is important that the education society is ready to create favorable conditions for the development and realization of their sub-conception in the creation of the well-being of society by those with exceptional needs. The programme will contribute to the implementation of UN Agendas 2030, Sustainable development goal 4" "Quality Education"<sup>1</sup>, which proclaims "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

## **2b2 Employment options for graduates**

### **Giftedness**

The program for the education of gifted and outstanding students for higher degrees will be a center of attraction for those interested in research on the learning and teaching of highly capable students, for those seeking training for the role of facilitators for teachers of the gifted, for those interested in developing curricula and learning environments intended for these students, in thinking about national policy and planning on the subject, in developing diagnostic tools in the field The gifted issue, and in helping gifted and outstanding students and their families. The potential learners in the program are,

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<sup>1</sup> UNESCO's Education 2030 , Incheon Declaration and Framework for Action.

Available: <https://campaignforeducation.org/images/downloads/f1/245/education2030-framework.pdf>

among other things, teachers of various subjects and education professionals, who are interested in expanding and deepening their education in the field, who want to be involved in teaching gifted and outstanding students, in writing curricula for them, in assisting and advising their families, or in a career in research on the subject.

### **Inclusion**

Those studying in this program will analyze the concepts of inclusion based on the latest scientific data and educational strategies and model accesses that allow them to meaningfully participate and realize their potential in a variety of social, cultural, national and community contexts. Those who choose this study program will analyze various models of inclusion of especially gifted pupils in education, the prerequisites for successful participation together with other students and the factors that determine them, ways of anticipating and overcoming educational barriers in the learning processes.

## **2b3 Similar programs in other institutions in Israel and abroad**

### **Giftedness**

- University of Georgia GA  
Specialist of Education in Educational Psychology, Gifted and Creative Education- online  
<https://online.uga.edu/content/specialisteducation-educational-psychology-giftedand-creative-education>
- University of Connecticut CTMA  
Gifted Education/PhD/Certificate  
<http://gifted.education.uconn.edu/>
- Ashland University OH  
M.Ed Talent Development (Gifted Ed)/Certificate  
<https://www.ashland.edu/coe/majors/talentdevelopment-education>
- College of William and Mary VAMA  
Ed. Gifted Education/EdD.PhD  
Master's: <http://education.wm.edu/centers/cfge/graduate/masters/index.php>;  
Doctoral: <http://education.wm.edu/centers/cfge/graduate/doctoral/index.php>
- University of Arizona AZM.  
A Special Education-Gifted sequence  
[https://www.coe.arizona.edu/dps/spec\\_ma](https://www.coe.arizona.edu/dps/spec_ma)

### **Inclusion**

- Earn a master's degree in inclusive education with a specialization in diversity, equity and inclusivity, or Massachusetts teacher licensure in math/science, 5-8, or special education, PreK-8 or 5-12.  
<https://www.stonehill.edu/programs/inclusive-education-masters/>
- Inclusive Education (MSc/PgDip/PgCert) - University of Edinburgh  
The MSc Inclusive Education has been designed for graduates who want to make a difference to the lives of children and young people. Our distinctive approach presents a re-imagined future



for learners and teachers, where responding to human diversity is recognized as the point, not the problem, of education.

<https://www.ed.ac.uk/education/graduate-school/taught-degrees/inclusive-education>

■ Monash University

This course is designed for qualified teachers who wish to develop specialist knowledge and skills in inclusive practices in classrooms and schools. You'll critically explore theory, current research, practical methods and regulatory contexts

<https://www.monash.edu/study/courses/find-a-course/2023/inclusive-education-d6014>

## 2c A statement that the data specified in the application are correct and that the institution intends to act on them

### **Giftedness**

A program in "Gifted and Outstanding Education" will have several mechanisms to ensure the goals and objectives of the program:

- 1) The Master's Committee in the Faculty of Education and the head of the program will hold meetings twice a semester in order to discuss issues that arise in the program, including issues related to the courses and content taught, students including candidates and the ongoing management of the program. In this framework, issues related to the relationship between the mother circle and the proposed program will be discussed.
- 2) The faculty of the program in "Gifted and Outstanding Education" in conjunction with the Special Education program will hold talks with the students of the program every year, in order to be exposed to the 'spirits' and satisfaction and to learn how the curriculum can be improved. In these meetings, formal and informal feedback from the students, the lecturers, the head of the program and the secretariat will be discussed.
- 3) The head of the program or his representative, will actively and if necessary invite students to consultations.

The purpose of these is to improve the program in the field, to academic excellence, to combine the academic goals with the learning needs and conditions of the professional community, and of course, to prevent dropouts as much as possible.

### **Inclusion**

In order to achieve a full-fledged implementation of the study programme in an international context and a continuous updating of the curriculum by tracking the trends of science and practice in the world, the program's monitoring activities will be carried out by the study programme committee, the Teacher Training Institute of the Academy of Education of Vytautas Magnus University, the Study Department of Vytautas Magnus University:

- 4) 2 times a year, at the end of the semester, the study program committee, together with the teachers working in the program, will discuss students' feedback and proposals for the improvement of the programme.
- 5) Once a year, a joint, remote meeting of lecturers from Haifa and Vytautas Magnus universities, who teach in the program, is held to discuss the issue of program implementation and plan directions for improvement.

### **3 The goals and objectives of the program**

3a Details of the program's goals and objectives, including the profile of the graduate

3a1 **Background and rationale**

3a2 **Goals and objectives of the program**

#### **Giftedness**

The program is aimed at:

- the cultivation of systematic research in the field of giftedness and excellence,
- the training of educators who will assist the education systems in formulating policies on the gifted and outstanding,
- the cultivation and training of educators who will assist in writing curricula for the gifted and outstanding,
- the training of teachers for the education and teaching of the gifted and outstanding, and
- the training of education and counseling personnel who will be able to help the gifted and outstanding, their families and their teachers.

#### **Inclusion**

- training of the highest level of inclusive education professionals who will model inclusive education accesses for the gifted and outstanding,
- development of competences of educators who will provide integral assistance by acting in multifunctional groups of educators and educational support specialists and will advise teachers on the inclusive education of twice exceptional students (especially gifted, with special needs or disabilities),
- the cultivation and training of teachers, promoting a person's quality entrenchment in clustering of the civic and scientific sectors.
- 

3a3 **The features of graduates**

The program graduates will include specialist in gifted education and inclusive education: Teachers, educational psychologists, researchers, school consultants and education policy makers.

3b Details about how learning outcomes are measured, including the achievement of the program's goals and objectives.

## 4 General information about the program

### 4a1 The name of the requested program

Master of Arts (MA) in Giftedness and Inclusion

### 4a2 The language of instruction in the program

English

### 4b Details for a master's degree, study subjects in general

The program is structured in a multidisciplinary manner so that educators in different fields of knowledge can integrate and mutually enrich the participants in the program. The program will help a wide spectrum of teachers, counselors, psychologists and parents to cultivate general and specific giftedness and excellence.

### 4b1 The study tracks

The studies in the major will be conducted in two tracks:

Track A - with writing a research dissertation

- 120 credits including thesis (VDU scale)

### 4b2 Faculty members

UoH:

Faculty Member	Role in the program	Areas of Specialization
Prof. Mark Leikin	Head of the proposed program	Creativity and Bilingualism Creativity and Learning disabilities Neurocognition of creativity and giftedness
Dr. Bat-Sheva Hadad	Head – Department of special education	Executive functions Cognitive impairment Highly functioning students on autistic spectrum
Prof. Roza Leikin	Dean- Faculty of Education	Giftedness and Creativity Giftedness and Expertise Neurocognition of giftedness
Dr. Joy Benatov	Researcher /Senior Lecturer	Abnormal psychology Health psychology Clinical psychology Suicide prevention in gifted
Dr. Daphna Haran	Adjunct Lecturer	Teaching the gifted, teachers' of gifted Instructional approaches and curricula development for Gifted
Dr. Inbal Shani	Adjunct Lecturer	Cognitive characteristics of Gifted Socio-Emotional characteristics of Giftedness Parents of Gifted

**VDU:**

Faculty Member	Role in the program	Types of Specialization
Prof. dr. Alvyra Galkienė	Program coordinator, Professor in the Academy of Education, Head of the Transformative Educational Research cluster.	Inclusive education Universal design for learning Special needs education Child welfare
Assoc. prof. Lina Miltenienė	Head of the program “Special pedagogical assistance”. Associate professor in the Academy of Education	Special needs education, Inclusive education, Special educational support, Teacher education for inclusion
Prof. dr. Giedrė Kvieškienė	Head of Professional Development Institute (Education Academy), Professor in the Academy of Education	Social innovation and social partnership, Positive socialization,
Assoc. prof. Sigita Burvytė	Head of the program “Inclusive education: socio-educational industries”. Associate professor in the Academy of Education	Positive parenting, The family, Help for the family and the child
Assoc. prof. Milda Brėdikytė	Associate professor, senior researcher in the Academy of Education	Learning through play, Narrative playworlds, Creative drama and puppetry in the frame of cultural-historical activity theory
Assoc. prof. dr. Nedzinskaitė-Mačiūnienė	Associate professor Academy of Education, researcher. Research cluster “Transformative Educational Research”	Teacher education, educational leadership and management, teacher professionalism

**4c The supplementary courses that the students will be required to take in preparation for their studies in the program**

Cognitive psychology, Cognitive development, Social psychology

**4d The essence of the program****4d1 The organizational framework under which the new program will operate****UoH:**

Faculty of Education, Department of Special Education

**VDU:**

Vytautas Magnus University Education Academy,

Department of Educational Assistance, Physical and Health Education.

#### **4d2 The factors responsible for the actual implementation of the program**

##### **UoH**

Head of the proposed program

Head – Department of Special education

Dean- Faculty of Education

##### **VDU**

Head of the program “Inclusive education: socio-educational industries”

Coordinator of the proposed program

Head - Department of Educational Assistance, Physical and Health Education

Chancellor - Vytautas Magnus University Education Academy

#### **4d3 Justification for the request for an independent program in the field at the institution and in general**

To be completed

#### **4d4 Parallel academic programs exist in the world**

##### **Giftedness**

- University of Georgia GA  
Specialist of Education in Educational Psychology, Gifted and Creative Education- online  
<https://online.uga.edu/content/specialisteducation-educational-psychology-giftedand-creative-education>
- University of Connecticut CTMA  
Gifted Education/PhD/Certificate  
<http://gifted.education.uconn.edu/>
- Ashland University OH  
M.Ed Talent Development (Gifted Ed)/Certificate  
<https://www.ashland.edu/coe/majors/talentdevelopment-education>
- College of William and Mary VAMA  
Ed. Gifted Education/EdD.PhD  
Master's: <http://education.wm.edu/centers/cfge/graduate/masters/index.php>;  
Doctoral: <http://education.wm.edu/centers/cfge/graduate/doctoral/index.php>
- University of Arizona AZM.  
A Special Education-Gifted sequence  
[https://www.coe.arizona.edu/dps/spec\\_ma](https://www.coe.arizona.edu/dps/spec_ma)

##### **Inclusion**

- Earn a master's degree in inclusive education with a specialization in diversity, equity and inclusivity, or Massachusetts teacher licensure in math/science, 5-8, or special education, PreK-8 or 5-12.  
<https://www.stonehill.edu/programs/inclusive-education-masters/>
- Inclusive Education (MSc/PgDip/PgCert) - University of Edinburgh  
The MSc Inclusive Education has been designed for graduates who want to make a difference to the lives of children and young people. Our distinctive approach presents a re-imagined future for learners and teachers, where responding to human diversity is recognized as the point, not the problem, of education.  
<https://www.ed.ac.uk/education/graduate-school/taught-degrees/inclusive-education>
- Monash University  
This course is designed for qualified teachers who wish to develop specialist knowledge and skills in inclusive practices in classrooms and schools. You'll critically explore theory, current research, practical methods and regulatory contexts  
<https://www.monash.edu/study/courses/find-a-course/2023/inclusive-education-d6014>

**4d5 A list of senior faculty members from higher education institutions in Israel who are academically active in a relevant field, their research areas and the institution where they are employed**

**Giftedness**

UoH is unique in their specialization in Gifted Education

**Inclusion**

VMU has exceptional expertise in inclusive education research and teacher training

**4d6 A list of academic journals in which scientific articles are published that excel in the relevant research fields**

<https://guides.lib.virginia.edu/c.php?g=525443&p=3591607>

**Gifted education:**

- [Creativity Research Journal](#)
- [Educational Researcher](#)
- [Exceptional Children](#)
- [Gifted and Talented International](#)
- [Gifted Child Quarterly](#)
- [High Ability Studies](#)
- [Journal for the Education of the Gifted](#)
- [Journal of Advanced Academics](#)
- [Learning and Individual Differences](#)
- [Roeper Review](#)

## Inclusive education

- [International Journal of Disability Development and Education](#)
- [Sage Encyclopedia of Classroom Management](#)
- [International Journal of Inclusive Education](#)

### 4d7 Professional licensing for program graduates

To the best of our knowledge we propose Unique specialization that combines giftedness and inclusion in Education

### 4e The institution's policy regarding failures in the program's courses

According to the master's degree studies regulations - a student who fails a course may choose between repeating the same course or choosing another course. If he chose to study another course instead of the course he failed, he must get the approval of the chair of the department committee for the master's degree. In this case, the grade "failed" will be recorded in the grade sheet, but will not be calculated in the overall average. A student may repeat a course he failed only once. Second time in the same course requires an interruption of studies

### 4f The methods used by the department to prevent copying, and what are the rules and guidelines for dealing with various violations and frauds at the departmental/faculty level

Copying is forbidden and interrupts academic studies

### 4g Practical experience during the program

The students in the program will be required to participate in practical training in schools and in centers for gifted students as well in the special programs with inclusive education

## 5 Forecast table for the number of students in the program

Academic year		2023-2024(?)	2024-2025	2025-2026
<b>I</b>	<b>New students</b>	20	20	20
<b>II</b>	<b>Second year students</b>		18	18
<b>III</b>	<b>Third year students</b>			18
<b>Overall</b>		<b>20</b>	<b>38</b>	<b>56</b>

## Part II General Background: general structure of the curriculum

### 1 The curriculum is in full operation

#	Course	No of hours Lectures	UOH equivalent 40 points	VDU scale No of credits 120-overall  Including home assignments
<b>Gifted Education - UoH</b>				
1	Cognition and affect in gifted individuals	4*13 = 52	4	4+4
2	Creativity and expertise of gifted individuals	4*13 = 52	4	4+4
3	Twice exceptional (2E)	4*13 = 52	4	4+4
4	Psychology and parenting of gifted	4*13 = 52	4	4+4
<b>Common for both components</b>				
1	Criteria for inclusion and exclusion: law, ethics, transforming leadership	4*13 = 52	4	4+4
2	Universal Design for Learning in Modern Classroom/Group	4*13 = 52	4	4+4
3	Theories and projects of family empowerment	4*13 = 52	4	4+4
4	Active social inclusion and playfulness	4*13 = 52	4	4+4
<b>Common for both components</b>				
1	Practicum: Connection between theory and practice in gifted education		4	22
2	Qualitative research		2	4
3	Quantitative research		2	4
4	Research thesis		V	30



## **2 The distribution of studies over the days of the week**

Will be determined after approval of the program

## **3 Teaching and learning: what are the teaching methods in the program**

The program will be performed in hybrid mode

## **Part IV Physical infrastructure**

VMU operates centers and laboratories, which are used for the organization of research and the implementation of study programs.

**The center "Gifted"** operates at the VMU Academy of Education. In it, especially gifted children are educated, students conduct internships, conduct research. The program of the center is carried out according to the model of the Ron Vardi Center in Israel.

**VMU Education and Education Assistance Resource Center.** It accumulates resources for the study of inclusive education and educational assistance. There is a particular focus on meeting the educational needs of double-Exclusive children. The concluded cooperation agreements with the "Lithuanian Centers for the Blind and Visually Impaired" and "Lithuanian Centers for the Deaf and Hard of Hearing" will allow to develop studies and conduct research on the topic of the inclusion of especially gifted blind, especially gifted deaf people, children studying Asberger's syndrome.

**Game Lab.** It models and conducts research related to the impact of promising on learning and enabling learning.

**VMU Academy of Education Kindergarten "Small Academy"** is a branch of the Academy where preschool children are educated, creates conditions for students to constantly monitor the educational process, conduct internships, scientists – to conduct scientific research.

The University subscribes to 52 databases from 27 foreign and Lithuanian suppliers. In the databases, almost 766 thousand resources are available, full-text documents: 514 thousand; books, 35 thousand. magazines and 215 thousand; e-documents. The university community has access to the most important continuing and periodicals in the fields of social sciences and humanities, international electronic databases such as EBSCO, Sage JournalsOnline, Cambridge University Press, JSTOR, etc. Databases can be used not only in VMU spaces, but also at home by logging into them with passwords.