Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordination Form on page 2, if changes in this course will affect other units.

Please indicate:  __X__ NEW  ____ MODIFY  ____ DELETE

Local Unit:  Graduate School of Education  Graduate Council Approval Date:

Course Abbreviation:  EDCI  Course Number: 625

Full Course Title:  Contemporary Issues and Trends in Gifted Education

Abbreviated Course Title (24 characters max.):  Issues/Trends: Gifted Ed

Credit hours:  3  Program of Record:  Gifted Child Education

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours
___ T=Yes, within the same term  Up to  hours
__ X__ N=Cannot be repeated for credit

Activity Code (please indicate):  _X__ Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)
___ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)

Catalog Credit Format:  3:3:0  Course Level:  GF(500-600)  __X__ GA(700+)

Grade Type:  __ X__ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Maximum Enrollment:  20  For NEW courses, first term to be offered:  Fall 2003

Prerequisites:  EDCI 621, 622, 623, 624

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses:
EDCI 625 Contemporary Issues and Trends in Gifted Education (3:3:0). Prerequisites: EDCI 621, 622, 623, 624. Focuses on current research, trends and issues, and legislation and litigation concerning gifted and talented children. Provides professionals in gifted education and related fields with the knowledge and skills to serve as advocates for gifted child education.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  __________________________ email: __________________
Department/Program:  __________________________ Date: __________________
College Committee:  __________________________ Date: __________________
Graduate Council Representative:  __________________________ Date: __________________
GEORGE MASON UNIVERSITY  
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ________________________________ Date: ____________

Graduate Council representative: __________________________ Date: ____________

Provost Office representative: _____________________________ Date: ____________
George Mason University  
EDCI 625: Contemporary Issues and Trends in Gifted Education  
Fall

Instructors: Dr. Beverly Shaklee  
Dr. Layne Kalbfleisch

Course Description:

This course focuses on current research, trends and issues as well as legislation and litigation concerning children identified as gifted and talented. It will provide professionals in the field of gifted education, regular education and related fields with the knowledge and skills needed to serve as advocates for gifted child education.

Pre-requisites: completion of EDCI 621, 622, 623, 624 endorsement sequence.

Standards:

This course is designed around the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8 VAC 20-21-270: gifted education (add-on endorsement) standards:

A6: Understanding of contemporary issues and research in gifted education, including:
   The systematic gathering, analyzing and reporting of formative and summative data; and
   Current local, state, and national issues and concerns.
A7: Understanding of and proficiency in, grammar, usage, and mechanics and their integration in writing.

Furthermore, this course is designed to address national standards developed by the National Association for Gifted Children (Callahan, Landrum & Shaklee (Eds.), 2001). Specifically:

Standard 2: Program Administration and Management
   Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing and managing services.
Standard 6: Professional Development
   Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development and who possess exemplary personal and professional traits.
Standard 7: Program Evaluation
   Program evaluation is the systematic study of the value and impact of services provided.

Course Goals and Participant Outcomes:

This course will enable participants to:

- gain knowledge of historical, political and theoretical perspectives as well as major current trends and issues in gifted education and how they related to current gifted education professional roles and programs;
- examine the role of federal and state legislation and policy (e.g. No Child Left Behind, Jacob Javits Act of 1998) on services for gifted children and their families;
- examine the purpose of advocacy and the role of local, state and national organizations;
- discuss the intersection of equity and excellence in such efforts as National Board of Professional Teaching Standards (NBPTS), the Virginia Standards of Learning (SOL’s) or NCLB;
- synthesize the implications of current trends and issues within the context of historical, political and theoretical perspectives in gifted education;
- gain knowledge of applicable laws, rules and regulations regarding the planning and implementation of programs/services for gifted children and their families;
- possess the knowledge and skills to communicate effectively on behalf of gifted children at the local and state level;

III. Nature of Course Delivery

During this advanced seminar participants are provided an opportunity to examine their own knowledge base regarding gifted and talented learners. They are expected to examine the extant research and emerging theories in gifted child education and to demonstrate their ability to advocate and communicate effectively with colleagues, parents and the larger education community.

IV. Required Texts:

Readings will be drawn from contemporary journals as well as the published research from the National Center for Research on Gifted and Talented (NRC G/T) housed at: The University of Connecticut, The University of George, The University of Virginia and Yale University. Journals may include:

*Gifted Child Quarterly*
*Journal for the Education of the Gifted*
*Journal of Teacher Education*
*Educational Leadership*
*American Educational Research Journal*

V. Course Requirements and Assignments

The following assignments are intended to further the participants understanding of the field of gifted education in the larger context of schooling.

A. Informed participation and attendance at seminar is expected. All readings and assignments are to be completed prior to class. Active and informed participation in class discussions based on your readings and experiences is required.

B. Critical Reading Journal – all readings are to be briefly summarized in your journal. A critical analysis of the reading in light of contemporary issues and research should be provided for each entry.

C. Major Project – each participant will select a major project during the semester. These projects are to be designed in conjunction with the instructor and should be relevant to the educational role of the participant. They may include:
   i. writing and submitting an article for publication;
   ii. identifying potential funding sources and writing a grant proposal;
   iii. creating a seminar series for classroom teachers;
   iv. creating a community education series for parents and community leaders;
   v. reading and selecting a series of books (with annotated bibliography) for “teachers as readers” series;
vi. creating an evaluation plan for your program/services;

vii. complete a needs assessment and design a gifted education program; or

viii. submitting a proposal for presentation and creating the presentation.

Other projects of similar scope and depth may be negotiated with the instructor.

D. Presentation of Major Project – all participants will share their major project with the class. Project presentations will be self, peer and instructor reviewed.

Grading Scale:  94-100 = A; 90-93 = A-; 86-89 = B+; 80-85 = B-; 70-79 = C; Below 70 = F.