George Mason University  
EDCI 625: Contemporary Issues and Trends in Gifted Education  
Fall 2003, Section 001

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Robinson A 419

Office Hours: Tuesday and Thursday, 2-4 p.m.  
Monday and Friday, by appointment

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.

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Honor Code at http://www.gmu.edu/facstaff/handbook/aD.html or website at www.gmu.edu

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