



**Student Handbook
M.Ed. Program**

Education of the Gifted and Talented

January 2009

Preface

We welcome your interest in the gifted education program area at the University of Virginia. This program is in the Department of Leadership, Foundations, and Policy.

This handbook has been prepared to provide information about the master's degree offered through the Gifted Education Program. In the handbook, you will find information on faculty, program goals, course requirements, program policies, and general operating procedures. The handbook is intended to supplement, not supplant, the *University of Virginia Graduate Record*. It is important that students in the program become familiar with both this handbook and with relevant portions of the *Graduate Record*.

Students may get additional information on contents of the student handbook from Catherine Brighton, Coordinator of the Gifted Education Program; Carol Tomlinson, Chair of the Department of Leadership, Foundations, and Policy; their advisors; and other members of the Gifted Education faculty and staff. Information is also available on the Gifted Education website.

We hope that the handbook contributes to a productive and successful program for you.

Gifted Education Faculty

Modifier Number	Faculty Name and Contact Information
8616	Catherine M. Brighton, Ph.D., Program Coordinator Room 287A, Ruffner Hall 434.924.1022 cmb3s@virginia.edu
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5143	Tonya R. Moon, Ph.D. Room 270, Ruffner Hall 434.924.0823 trm2k@virginia.edu
6259	Carol Ann Tomlinson, Ed.D., Department Chair Room 179A, Ruffner Hall 434.982.2963 cat3y@virginia.edu

Student Handbook

Education of the Gifted

The study of gifted and talented individuals offered through the Curry School of Education, University of Virginia, is a program area specialty within the Department of Educational Leadership, Foundations, and Policy. A foundational knowledge of theories of learning, principles of development (human, child, and/or adolescent) and concepts from the fields of assessment, curriculum, and research forms the basis for understanding these exceptional learners.

Masters of Education in Gifted Education (M.Ed.)

Students electing to study at the Master's Degree level are generally interested in one of three areas. The first is preparation to teach gifted and talented students, K-12. The second is preparation in the skills and knowledge needed for development and/or administration of programs for the gifted, K-12. For these two areas, students are prepared through study of core areas in development, learning, and assessment as well as special courses focusing on current programming arrangements for gifted and talented students, models used in developing curriculum for the gifted, appropriate instructional strategies for teaching the gifted, creativity and problem solving, and other electives that address teaching or administration. The third area of study at the Master's Degree level is preparation for doctoral level study. Students with this emphasis will follow a similar program of studies described previously, but electives will be chosen from research courses to prepare them for doctoral studies.

Application and Admission

All graduate programs are administered by the Curry School of Education. Interested applicants should consult the Curry School website (<http://curry.edschool.virginia.edu/admissions/>) for on-line application forms or contact:

Office of Admissions
Curry Graduate School of Education
PO Box 400261
405 Emmet Street, South
Charlottesville, VA 22904-4261
434.924.3334

The application outlines the procedure for admission. Students must submit a completed admissions application, references, all transcripts, and Graduate Record Exam (GRE) score that is less than 5 years old at time of application. The advanced test of the GRE is not required for admission to the program. International students must also meet University requirements for language proficiency.

Applications are reviewed monthly. Admission may be offered any time, but it is customary for students to begin their studies in the fall semester. An interview with a member of the program faculty, either in person or by phone, may be required as part of the admission process. Candidates may also request interviews.

Candidates offered admission are welcome to discuss their plans with program faculty and current students before accepting an admission offer. Further information about admission can be found in the current *University of Virginia Graduate Record* or on-line at <http://curry.edschool.virginia.edu/admissions/>.

Financial Aid

For information about student loans and work study positions, consult <http://www.virginia.edu/financialaid>. For departmental aid, contact the coordinator of the program to discuss information and options. You may be asked to complete additional forms by the program coordinator. Priority will be given to requests received before April 1, and according to financial need and a match between the student's skills and background and the requirements of available assignments. The amount of aid and conditions for its acceptance will be specified in a letter of notification from the Department Chair of Leadership, Foundations and Policy.

Further Inquiries

Inquiries about the program in the Education of the Gifted and Talented may be directed to any of the faculty listed at the beginning of this handbook.

Advising

Beginning students are assigned an advisor. At any time, students may change advisors by filing a change of advisor form with the Admissions Office.

M.Ed. Degree Requirements

Please note that general requirements for the M.Ed. are listed in the *University of Virginia Graduate Record*; however, there are additional requirements specified by our program area. All requirements as specified by both the *University of Virginia Graduate Record* and this document must be satisfactorily completed to earn the degree. Entering students are expected to be familiar with the requirements specified in the current *University of Virginia Graduate Record*.

Areas in which the program requirements differ from the general requirements specified in the *University Graduate Record* are underlined in the sections below.

COURSES. The student and advisor should plan a program to meet the curricular requirements outlined on the Master's Degree worksheet included in this document. Those who have completed appropriate graduate study in a given area may (with the permission of their advisors) substitute electives for some of the required courses (see "Alternative Courses" on the worksheet). The program for the Master's Degree requires a minimum of 36 semester hours of study. The number of hours taken at the University of Virginia must equal or exceed 30. (Thus, a maximum of 6 hours may be transferred into the program, pending advisor approval.)

The program requires completion of 36 graduate credits to include: 12 hours of core requirements in learning, assessment, and development, 15 hours in the area of education of the gifted and talented, 3 or more electives, and 6 hours of internship. Students should meet with their advisor early to establish courses and course sequences they will follow and the nature of their internship as well as possible placement options for the internship.

On page 7 of this document you will find a "Course Sequence Worksheet" for the Master's Degree program. You and your advisor should plan at your initial advising meeting to review this sheet. If you have already completed a requirement at another institution and these hours are approved by your advisor as counting toward the degree (maximum of 6 hours), write in the name and number of the course (under Alternative Courses), date completed, and the institution where the credit was earned. If your advisor agrees that you have completed the requirement, and you do not plan to count the hours, enter 0 under hours earned, but list the "Alternative Course." All transferred credits or exemptions must be approved by your advisor. No course hours completed more than five (5) years before the M.Ed. may be credited toward that degree (including transferred credits). Exceptions must be approved by the advisor, department chair, and the associate dean, and are granted only when an emergency, such as illness, interrupts the student's work. In such cases, the student may be required to validate out-of-date work by examination. The institution from which credit is transferred must be an accredited institution and approved by the University of Virginia.

Also write (*in pencil*) the anticipated completion date for all other courses you plan to take. Your advisor will help you select electives if you are unsure of options. Once you complete a course, enter the date of completion (*in ink*).

INTERNSHIP. Master's candidates must successfully complete a 6 hour internship. Internships will be designed by a student's advisor, in conjunction with the student, to address the student's particular professional goals. Internships may, for example, focus on teaching, administration, professional development, counseling/psychology, or the work of professional organizations. In order to satisfy

state requirements for the add-on endorsement, 45 contact hours(3 credits) must focus on teaching gifted students in heterogeneous(mixed ability) or homogeneous(single ability) class groupings.

COMPREHENSIVE EXAMINATION. Satisfactory completion of the program requires passing a Master's comprehensive exam. The Master's comprehensive exam is given during the fall, spring, and summer terms at times set by your advisor, but must be completed and graded in accordance with graduation deadlines set by the Curry School of Education. The exam is taken during the last semester of study. Arrangements for the exam are made with your advisor at the beginning of the semester in which you plan to take it. The comprehensive exam will be established by a student's advisor with that student's professional goals in mind. Among options for Master's comprehensives are: traditional three-hour examination with questions that tie together all aspects of the student's course of study, a three-hour written response to a reality-based scenario in which the student makes recommendations to school personnel regarding programming for gifted learners based on the varied components of the Master's sequence, a year-long action research project, development of a literature review on a topic of interest and designed for dissemination to an interested audience, or a topic and format proposed by the student and agreed to by the student's advisor and one other faculty member in the program area. A thesis is not required at the Master's level.

APPLICATION TO GRADUATE. At the beginning of the semester in which you plan to receive your degree, you must file an Application to Graduate. Check with the Office of Admissions for these forms and filing deadlines. Forms can also be obtained on the web at <http://curry.edschool.virginia.edu/admissions/>.

FACULTY EVALUATION. Student progress, performance, and professional behavior may be evaluated by the program area faculty at any time. Following such evaluations, advisors will notify students about the assessment of their progress in the program and inform them of any deficiencies identified and the required action to remain in good standing. Failure to remediate deficiencies may result in dismissal from the program.

INCOMPLETE GRADES. Occasionally, students find it necessary to defer the completion of a course. However, Gifted Education students are permitted to carry only two incomplete grades simultaneously. With the appearance of a third incomplete grade, an advisor may prohibit enrollment in additional courses until those course requirements have been met. Students should notify their advisor of the need to request incompletes in any course and subsequently notify their advisor when pending course requirements are completed.

After one year if the student has not met the terms of the incomplete, the faculty may submit a grade of F, U, WP, WF, or W. If no action is taken by the student, the grade will be changed to a W.

ALL OTHER RULES AND REGULATIONS CONTAINED IN THE *UNIVERSITY OF VIRGINIA GRADUATE RECORD* SHOULD BE CAREFULLY READ AND ADHERED TO IN ORDER TO ASSURE SATISFACTORY COMPLETION OF DEGREE REQUIREMENTS. FOLLOW THE GUIDELINES OF THE *UNIVERSITY GRADUATE RECORD* FOR THE YEAR IN WHICH YOU WERE ACCEPTED INTO THE PROGRAM.

Course Sequence Worksheet Gifted Education

Master's Degree

Required Area	UVA Course	Hours	Alternative Courses	Date Completed
<u>Core Courses (12)</u>				
Human, Child, Adolescent or Adult Development	_____	_____	_____	_____
Concepts of Learning	<u>EDLF 717</u>	_____	_____	_____
Tests & Measurements/ Classroom Assessments	<u>EDLF 718/719</u>	_____	_____	_____
*History, Philosophy, Anthropology, or Sociology of Education	_____	_____	_____	_____
<u>Gifted Specialty (15)</u>				
Introduction to Gifted	<u>EDLF 722</u>	_____	_____	_____
Curriculum for the Gifted	<u>EDLF 723</u>	_____	_____	_____
Models & Strategies for Teaching Gifted Learners	<u>EDLF 725</u>	_____	_____	_____
Creativity & Problem Solving	<u>EDLF 728</u>	_____	_____	_____
Differentiating Instruction	<u>EDLF 739</u>	_____	_____	_____
<u>Internship in Gifted Education (6)</u>	<u>EDLF 894</u>	_____	_____	_____
<u>Electives (3 or more)</u>				
Course 1	_____	_____	_____	_____
Course 2	_____	_____	_____	_____
TOTAL HOURS EARNED	_____	(Must total 36 or more)		
TOTAL UVA HOURS EARNED	_____	(Must total 30 or more)		

* If not completed at undergraduate level

**Student and advisor will determine if required or elective.

Program Area Indicators of Quality Writing

Criteria for Effective Research-Based Writing

(Adapted from Spandel, 2001)

TRAIT	INDICATIONS OF QUALITY
IDEAS & DEVELOPMENT	<p>The paper is clear, focused, and purposeful. It makes a point or answers a well-defined key question in understandable, convincing, and expansive terms, and may raise new questions for the reader.</p> <ul style="list-style-type: none">▪ The main idea, thesis, or research question is clearly defined. There may be more than one key point, but the paper not simply a list.▪ The writer seems well-informed and as appropriate, draws from a variety of resources.▪ The writer continuously anticipates readers' informational needs.▪ Supporting details (<i>examples, facts, anecdotes, quotations</i>) are accurate, relevant, and helpful.
ORGANIZATION	<p>A strong internal structure highlights the main ideas and leads reader right to the key points or conclusions.</p> <ul style="list-style-type: none">▪ The introduction engages readers and provides a clear purpose and direction for writing.▪ Details, anecdotes, facts, and examples are closely linked to the main point or key question.▪ Purposeful transitions make links between ideas clear.▪ The reader's understanding of the topic grows throughout the paper.▪ The closing effectively resolves questions and/or reinforces important conclusions or assertions.
VOICE & TONE	<p>As appropriate, the writer addresses the audience in a voice that is lively, engaging, and wholly appropriate for the topic and audience. In highly technical pieces, the writer keeps the voice controlled so that it does not overwhelm the message.</p> <ul style="list-style-type: none">▪ The writer's enthusiasm and/or knowledge of the topic are evident and lend the writing a strong ring of confidence.▪ The writer seems considerate of the audience, drawing them into the discussion and showing concern for their understanding.▪ From opening to close, the writer sustains an energy that makes the writing readable.▪ The reader finds himself or herself engaged, regardless of previous knowledge or interest.▪ The voice is wholly appropriate and never overwhelming.

TRAIT	INDICATIONS OF QUALITY
WORD CHOICE	<p data-bbox="480 260 1404 327">Well-chosen words convey the writer’s message in a clear, precise, and highly readable way, taking readers to a new level of understanding.</p> <ul data-bbox="480 333 1404 625" style="list-style-type: none"> <li data-bbox="480 333 1404 401">▪ The writer consistently chooses explicit, vivid words and phrases to make the message clear and memorable. <li data-bbox="480 407 1110 434">▪ The vocabulary suits the subject and audience. <li data-bbox="480 441 1404 508">▪ The writer uses the language of the content area with skill and ease, always working to make meaning clear. <li data-bbox="480 514 1404 581">▪ Technical or little-known words are defined or clarified as appropriate. <li data-bbox="480 588 1154 625">▪ Jargon and overly technical language are avoided.
SENTENCE FLUENCY	<p data-bbox="480 646 1404 714">Sentences are strong, grammatical, clear, and direct. Text can be read quickly and without any confusion.</p> <ul data-bbox="480 720 1404 974" style="list-style-type: none"> <li data-bbox="480 720 1404 787">▪ Meaningful sentence beginnings (However, Therefore, In contrast, To summarize) and lend variety and clarity—but are not overdone. <li data-bbox="480 793 1127 821">▪ Sentences vary in length, but most are compact. <li data-bbox="480 827 792 854">▪ No words are wasted. <li data-bbox="480 861 1343 888">▪ Sentences are straightforward, clear, grammatical, and complete. <li data-bbox="480 894 1404 974">▪ When read together, sentences create a flow and a rhythm that allows ease of reading.
CONVENTIONS & PRESENTATION	<p data-bbox="480 995 1404 1178">The writer demonstrates a good grasp of standard writing conventions (<i>grammar, punctuation, capitalization, spelling</i>) and also uses specialized conventions (titles and subtitles, references, lists, tables, and other graphic devices) to enhance layout and readability. The format/presentation fits the purpose perfectly.</p> <ul data-bbox="480 1184 1404 1585" style="list-style-type: none"> <li data-bbox="480 1184 1404 1251">▪ Conventions (grammar, punctuation, capitalization, spelling) are correct. <li data-bbox="480 1257 1404 1325">▪ The layout of the text is designed to catch the reader’s eye and direct his/her attention to key points. <li data-bbox="480 1331 1404 1398">▪ The format is wholly suited to the purpose and in accordance with the most recent APA style manual. <li data-bbox="480 1404 1404 1472">▪ Titles and subtitles enhance organizational structure; a reader can scan through the text and quickly find what she/he is looking for. <li data-bbox="480 1478 1404 1545">▪ Graphic devices such as charts and tables are clear and in support of the text. <li data-bbox="480 1551 1268 1585">▪ Any informational sources cited are documented correctly.

Student Resources Important Telephone Numbers

ADMINISTRATIVE OFFICES

Curry School of Education	924.3334
Leadership, Foundations, & Policy	924.3160
National Research Center on the Gifted and Talented	982.2849

INFORMATION TECHNOLOGY & COMMUNICATIONS

Central Help Desk	924.3731
Micro computing Consultant	243.6538
Statistical Consultant	243.6538

UNIVERSITY SERVICES

Office of the Dean of Students	924.7133
University, Charlottesville or Albemarle County Police	911
The Counseling Center	983.5150
University Hospital Emergency Room	924.2231
Student Legal Services	924.7524
Student Health Center	924.5362
– General Medical Services	924.3915
– Gynecology Services	924.2773
– Mental Health Services	924.5556
Parking and Transportation Services	924.7231
SARA Rape Crisis Hotline	977.RAPE (7273)
UVA Women's Center	982.2250

LIBRARIES

Alderman (Circulation Desk/Renewals)	924.3017
Education	924.7040