Instructor: Dr. Amanda Rudolph
Office: McKibben 401
Office Phone: 936-468-1891
Email: rudolpham@sfasu.edu

Course Time & Location: Online
Office Hours: TBA
Credits: 3

Prerequisites: None

I. Course Description:

SED 564 – Social and Emotional Needs of the Gifted (3 semester hours). This course emphasizes the social and emotional needs of the gifted learner. Topics include overexcitabilities, sensitivities and asynchronous development. Students will learn how to address these needs for gifted learners.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

PLO 1:
Candidates will be able to create safe, inclusive learning environments that allow for differentiate of learning experiences based on individual differences.

PLO 2:
Candidates will be able to develop and implement evidence-based instruction that is assessed through multiple methods.

PLO 3:
Candidates will be able to collaborate with families and professionals in an ethical and professional manner.

Student Learning Outcomes:

SLO 1: Students will be able to describe the asynchronous development and issues related to it.
SLO 2: Students will be able to use the characteristics the social and emotional needs of the gifted to create learning experiences.
SLO 3: Students will be able to identify overexcitabilities and sensitivities of the gifted learner.
SLO 4: Students will be able to analyze issues surrounding misdiagnoses and 2e students.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
Reflections (5@25pts) : 125 pts.
Candidates will complete critical reflections for designated readings. The reflections will be scholarly written concise evaluations of what was read, and should be personally and subjectively focused, not merely reviews. The candidate should address issues and ideas with which he/she agrees, disagrees, does not understand, or has never contemplated. These should be 1 - 2 pages, typed with appropriate heading and title, submitted in via D2L to the instructor. Reflections will focus upon the 15 chapters of our text or additional article. There will be 15 opportunities for reflections. Each student must complete 12. (SLO 1-4)

Discussion Boards (5@25pts): 125 pts.
Candidates will complete discussion boards with provided prompts. These should be professional and cohesive. Usually a 150-200 word response will be adequate. Be sure to respond politely to other classmates’ post if required.

Journal Article Critique (2@50pts): 100 pts.
Candidates will choose relevant journal articles and critically analyze them. Detailed instructions will be further provided in the course.

Special Populations Report: 100 pts
Candidates will research a special population and create a PowerPoint to present via ZOOM. Detailed instructions will be further provided in class.

Classroom Advocacy Plan: 200 pts.
Candidates will research and develop a classroom advocacy plan to address the social and emotional needs of the gifted in classrooms. Detailed instructions will be further provided in class.

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

1) Reflections: 125 pts.
2) Discussion Boards: 125 pts.
3) Journal Article Critique: 100 pts.
4) Special Populations Report: 100 pts
5) Classroom Advocacy Plan: 200 pts.

Total Points: 650 pts.
To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Due Date</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Introduction</td>
<td>7/4</td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>M2 Socioemotional Development</td>
<td>7/11</td>
<td>Ch. 3, 4, and 5</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Reflection</td>
</tr>
<tr>
<td>M3 Psychological Responses</td>
<td>7/18</td>
<td>Ch. 6, 8, 9, and 10</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal Article Critique</td>
</tr>
<tr>
<td>M4 Special Populations</td>
<td>7/25</td>
<td>Ch. 13, 14, 15, and 16</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Special Pop Report</td>
</tr>
<tr>
<td>M5 Twice Exceptional</td>
<td>8/1</td>
<td>Ch. 18 &amp; 19</td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal Article Critique</td>
</tr>
<tr>
<td>M6 Advocacy</td>
<td>8/6</td>
<td>Ch. 22, 23, and 2</td>
<td>Critical Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classroom Advocacy Plan</td>
</tr>
</tbody>
</table>

VI. Readings:
Required text for the course is:
2. Other course materials as distributed by instructor.
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter.

Students with Disabilities

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information: