Secondary Education and Educational Leadership

SEED 5364
Social and Emotional Needs of the Gifted

Summer 2024

Instructor: Dr. Amanda Rudolph
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Course Time & Location: Online
Office Hours: TBA
Credits: 3

Prerequisites: None

I. Course Description:

SEED 5364 – 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.

SEED 5364 Programs and Problems in Gifted Education (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

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

Program Learning Outcomes:

**Standard 1: Learner Development and Individual Learning Differences** Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**Standard 2: Learning Environments** Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

**Standard 3: Curricular Content Knowledge** Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

**Standard 4: Assessment** Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.
Standard 5: Instructional Planning and Strategies Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration Beginning gifted education professionals collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

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. (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: 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.

TOTAL: 650
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>7/10</td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>M2 Socioemotional Development</td>
<td>7/14</td>
<td>Ch. 3, 4, and 5</td>
<td>Discussion Board, Critical Reflection</td>
</tr>
<tr>
<td>M3 Psychological Responses</td>
<td>7/21</td>
<td>Ch. 6, 8, 9, and 10</td>
<td>Discussion Board, Critical Reflection, Journal Article Critique</td>
</tr>
</tbody>
</table>
VI. Readings:
Required text for the course is:
1. Neihart, M, Reis, S., Robinson, N. Moon, S. (2002). The social and emotional development of
gifted children: What do we know? Waco, Tx: Prufrock Press.
2. Other course materials as distributed by instructor.

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.

Student Ethics and Other Policy Information
Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

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
coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202

www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/theyhub

936.468.4008

thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.