

## **EDUC 283-SOCIAL EMOTIONAL NEEDS OF GIFTED STUDENTS** 3 CREDITS

### **SYLLABUS**

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#### **CATALOG DESCRIPTION**

Social-Emotional Needs of Gifted Students has been designed as a one semester introduction to and overview of the social, affective and personal characteristics experienced by gifted and talented children. Some topics include perfectionism, over-excitability, gender issues, underachievement, and special populations. Related issues involve support and guidance of gifted learners with respect to their special socio-emotional developmental needs. Students will develop awareness and understanding of social-emotional issues of gifted learners and implications for developing classroom, school, district, family and community support systems.

This course will involve a variety of instructional activities, including lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

Prerequisites:           None

Semester Offered:     Fall, Spring

#### ***Common Student Learning Outcomes***

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

*Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.*

## Course Learning Outcomes

KNOWLEDGE: Upon successful completion of the course, the student will be able to...

1. Describe theoretical and empirical foundations of social-emotional characteristics of gifted learners
2. Describe social-emotional characteristics of gifted learners
3. Describe implications of counseling and support of gifted learners
4. Describe characteristics of supportive environments with respect to the social-emotional characteristics of gifted learners in various settings (school; family/home; community)
5. Identify relevant professional resources with respect to the social-emotional characteristics of gifted learners
6. Understand the interactive relationship of cognitive, affective and social influences on gifted learners
7. Understand the need to engage school and family/community support for the social-emotional needs of gifted learners
8. Understand the potential influences of culture on the social-emotional well-being of gifted learners.

SKILLS: Upon successful completion of the course, the student will be able to...

1. Apply theoretical and empirical findings about social-emotional characteristics of gifted learners with respect to counseling and other support activities
2. Apply theoretical and empirical findings about social-emotional characteristics of gifted learners to develop and maintain classroom, school and district supports of gifted learners
3. Apply theoretical and empirical findings about social-emotional characteristics of gifted learners to develop and maintain family/community support of gifted learners.

Linkage to the NMPED Competencies for Entry-Level Teachers of Gifted Students

A.1.e,g,h,j,k,l,m; 2.a,b,e; 3.b,c,d,e; 3.b,c,d,e; 4.d; 5.c; 6.c; B.2,3; C.1.b,c; C.2.f,g; C.5.a,c,e,f,g,h,j; C.6.a,b

Linkage to NAGC National Standards: Knowledge and Skills

2.K1,K2,K3,K4,K5; 3.K2,K3; 5.K2,S1,S2,S3,S5