



UNIVERSITY OF NORTHERN COLORADO

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## Extended Campus

College of Education & Behavioral Sciences  
School of Special Education

EDSE 513 Special Topics in Gifted and Talented Education:  
Social and Emotional Needs of Gifted Kids (Secondary)  
Spring 2024

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### 1 graduate credit

#### **A. COURSE DESCRIPTION**

This course includes: (1) attendance at or watching a recording of a presentation and workshop on supporting secondary gifted students' mental health and positively impacting post-secondary success and (2) participation in a follow-up book study on meeting the social-emotional needs of gifted students. This course runs February 1 - April 26, 2024. Topics addressed will focus on stress, anxiety, relationships, and navigating high school and post-secondary school.

You can find more information here: <https://extended.unco.edu/courses/courses-workshops/>

#### **B. RELATIONSHIP OF THE COURSE TO THE PROGRAM KNOWLEDGE BASE**

Topics in this course are addressed at the introductory level and align with Colorado Department of Education's professional standards in gifted education.

#### **C. PROFESSIONAL STANDARDS**

Colorado Department of Education, Special Education:  
Gifted Education Core Endorsement Standards

5.06(1) Learner development and individual learning differences: An educator with a gifted education core endorsement understands variations in learning and development in cognitive and affective areas between and among individuals with

gifts and talents and applies this understanding to provide appropriately meaningful and challenging learning experiences for individuals with exceptionalities. This educator understands that learner differences and development are manifest and monitored via data, bodies of evidence, advanced learning plans (ALPs), academic and affective goals, and multi-tiered system of supports systemic intervention strategies and tools for differentiation, acceleration and enrichment that address advanced learning differences and to support optimal continual development of individual growth and potential. The gifted educator applies knowledge of:

5.06(1)(a) gifted learner development in order to:

5.06(1)(a)(vi) recognize the influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

5.06(1)(b) learning traits, needs and differences in order to:

5.06(1)(b)(i) evaluate the need for and draw upon multiple, appropriate gifted learner data, advanced learning plans (ALPs), evidence-based practices for differentiation including acceleration strategies, systemic support systems, strategies and specialized support services to assist with meeting the unique learning-related affective, social and cognitive needs of gifted and talented students related but not limited to:

5.06(1)(b)(i)(B) asynchronous development (i.e., the incongruences that may occur between a student's intellectual maturity and his/her social, emotional and physical development);

5.06(1)(b)(i)(C) psychological support;

5.06(1)(b)(i)(D) cognitive development and affective characteristics; and

5.06(1)(b)(i)(E) social and behavioral characteristics and needs, impact of multiple exceptionalities and multi-potentialities on gifted students.

5.06(2) Learning environment and structures: An educator with a gifted education core endorsement creates safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. The gifted educator applies knowledge of:

5.06(2)(a) social-emotional aspects in order to:

5.06(2)(a)(i) apply strategies for addressing specific social and emotional aspects that are unique to the gifted learner;

5.06(2)(a)(ii) create a safe, nurturing classroom environment that encourages mutual respect and emotional well-being;

5.06(2)(a)(iii) establish an environment in which creativity and giftedness can emerge and where students can feel safe to acknowledge, explore and express their

uniqueness;

5.06(2)(d) relationships in order to:

5.06(2)(d)(i) establish a nurturing, respectful and caring relationship with each student and encourage relationships among students;

5.06(2)(d)(ii) plan for the development of social interaction that encourages positive relationships among students and that builds collaboration skills;

#### **D. COURSE REQUIREMENTS**

To successfully complete this course, you will need to:

1. Register for course via URSA student portal by April 12<sup>th</sup> (see “UNC Account Activation and Registration”: <https://extended.unco.edu/docs/courses/courses-workshops/registration-activation-courses.pdf>).
2. The course is EDSE 513-600 (CRN: 24948)
3. Attend or watch the recording of the Mental Health for Gifted Students Presentation and Workshop.
4. Read all chapters of *When Gifted Kids Don't Have All the Answers*.
5. Post about and respond to all discussion questions related to the book.
6. Email to Amy Graefe at [amy.graefe@unco.edu](mailto:amy.graefe@unco.edu) by midnight on **April 26** to confirm that you have successfully completed all course requirements. Please use the subject line: **Gifted Social-Emotional PD**
7. You will be billed by UNC for the \$75 fee.

#### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

#### **Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

#### **UNC's Policies**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, <http://www.unco.edu/dean-of-students/>.

#### **Short Term Courses:**

Special Term Courses do not meet during a typical semester (begin or end earlier or later). These courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to “special term/short course deadlines” from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course. To drop or withdraw, you must contact the Registrar’s Office at 970-352-2231.

**Requesting Transcripts:**

There are two options for requesting transcripts. For an unofficial transcript on your Student tab in URSA, choose “Unofficial transcript” located under the “Grades” heading. For an official transcript, go to <http://www.unco.edu/registrar/etranscripts.aspx>.

**Billing:**

You will be billed via UNC’s Bear e-mail. You will have needed to activate your Bear e-mail to access the billing statement. Instructions on activating your Bearmail are included in the course registration instruction link provided above and on the course listing page.