

**SILVER LAKE COLLEGE**  
**MANITOWOC, WI. 54220**  
**DIVISION: PROFESSIONAL STUDIES**  
**DEPARTMENT: SPECIAL EDUCATION**  
*Educating Professionals for All Learners*

**Course #:** SED 583-006  
**Course Title:** Career Planning for Individuals on the Autism Spectrum  
**Credit:** 1 Credit (Attendance Day 1 OR 2)  
2 Credits (Attendance Day 1 & 2)  
**Term:** Fall 2009  
**Date/Time** November 16-17, 2009  
8:00 a.m. – 3:30 p.m.  
**Location:** Radisson Hotel Indianapolis Airport  
2500 S. High School Rd.  
Indianapolis, IN 46241  
317-244-3361  
**Presenter/s:** James Emmett, Karen Steffan, Christopher Simler  
**Instructor:** Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “Career Planning for Individuals on the Autism Spectrum.”

**To be eligible to register for one (1) graduate credit,**

- You must be registered for and participate in all of the workshop sessions on **either DAY 1 OR DAY 2** of the conference (November 16<sup>th</sup> **OR** November 17<sup>th</sup>); **OR**
- You can be registered for and participate in **BOTH** workshop days (November 16<sup>th</sup> **AND** November 17<sup>th</sup>).

**To be eligible to register for two (2) graduate credits,**

- You must be registered for and participate in all of the sessions for **BOTH DAY 1 AND DAY 2** (November 16<sup>th</sup> **AND** November 17<sup>th</sup>) of the conference.

If it is necessary to “withdraw” from this course after sending an official registration for credit to Silver Lake College, a formal “withdraw” from credit must be made no later than one (1) week after the workshop to be exempt from tuition penalties. Call (920-686-6157) if you need to withdraw from credit after official credit registration.

**The cost PER CREDIT is \$180.00.** Credit tuition cost is in addition to the workshop fee. Payment is due with the credit registration form.

**Nature of the Course:**

Participants, who choose to earn credit from Silver Lake College, will have the opportunity to extend the knowledge and skills gained in the workshop training “Career Planning for Individuals with ASD” in an independent and authentic application of theory to practice within his/her relevant educational and/or professional setting. Evaluation Criteria Checklists for written requirements outline the specific components and content which participants need to include for each requirement. It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit option requirements.

**Workshop Content Description:**

**DAY 1** of the workshop will focus on career planning, assessment, and providing work place supports. Topics include communication skills needed for interviewing, building a career portfolio, and creating an evaluation plan which includes assessment processes for job seekers with ASD, and assessments to determine skills/interests, social/communication skills, and general career assessment.

**DAY 2** of the workshop will focus on social communication skills in the workplace including basic self-advocacy. Topics will provide an overview of the career/workplace system, proactive social skill supports in the workplace, career strategies

in action and working with the business community. Participants will engage in designing and writing social stories for the workplace for individuals with ASD.

### **Objectives of the course:**

Participants who choose to complete the independent and authentic application of theory to practice for one (1) **OR** two (2) graduate credit/s will demonstrate the following knowledge and skills related to career planning for individuals with Autism Spectrum Disorders (ASD).

1. Describe the components in the framework for the World of Work.
2. Discuss the guidelines, roles and responsibilities of key players in the career planning processes.
3. Explain the process of “Person-Centered Planning” and its philosophy as it relates to career planning.
4. Identify and discuss the career planning strategies and thoughts from individuals with ASD.
5. Identify communication skills necessary for a successful job interview.
6. Describe how to structure the interview environment to maximize support for individuals with ASD.
7. Discuss the Theory of Mind as it relates to career planning for individuals with ASD.
8. List and describe the steps for designing and developing a career portfolio and the benefits of a career portfolio.
9. Describe workplace challenges and proactive natural workplace supports that can eliminate or minimize those challenges for individuals with ASD in the work place.
10. Identify and describe workplace social and communication skill supports and strategies.
11. Identify the assessment processes which assess skill/interest levels, social/communication skills, etc. and will provide support to individuals with ASD as job seekers.

### **General Directions for credit options:**

- It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements must be word processed/typed.
- Graduate quality work (e.g., critical analysis, synthesis, evaluation, and professional writing skill) is expected for all requirements.
- **An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus.**
  - Use the Evaluation Checklist as a guide to the components and specific content which must be included for successful completion of each indicated requirement.
  - The content and information from the workshop and additional outside research on specific topics related to your project choices should be used as you prepare your requirements for submission.
  - Attach the correct Evaluation Criteria Checklist found at the end of this syllabus to each completed requirement prior to submitting for evaluation and feedback.

### **One (1)-Credit Requirements**

- Participate in all of the workshop sessions on **EITHER DAY 1 OR DAY 2** of the conference
- OR**
- Participate in **BOTH** workshop days (November 16<sup>th</sup> **AND** November 17<sup>th</sup>).
- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

### **Two (2)-Credit Requirements**

- Participate in all of the sessions for **BOTH DAY 1 AND DAY 2** of the conference.
- Write a brief biographical sketch of your professional experience and current /professional position.
- Complete Requirement #1
- Complete Requirement #2
- Complete Requirement #3

**General Descriptions of Credit Requirements—Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contain more specific information.**

**Requirement #1 – Key Concepts, New Learning & Application (Summary, synthesis, application) (100 points)**

This requirement involves summarizing the key concepts addressed in the workshop. The content of the key concepts summary includes synthesis of workshop information, identification of new knowledge and skills or extension of knowledge and skills, and authentic application to relevant educational or professional setting. The outline below (a-c) delineates the topic headings for Requirement # 1.

**Please identify each section as indicated below:**

**PART A:** Summarize 8-10 key concepts (knowledge and skills) from the workshop.

**PART B:** Identify (in paragraph form) new knowledge and skills or the extension of prior knowledge and skills for each of the summarized key concepts in Part A.

**PART C:** Apply, analyze, evaluate the above new knowledge and skills or extension of prior knowledge and skills for each of the identified concepts to your educational and/or professional setting (i.e., how and/or when you can use the knowledge & skills, etc., usefulness of the knowledge and skills to you professionally (i.e., what information was most helpful, interesting, and why the knowledge and skills will be helpful to you. Be specific. Give examples.

**Requirement #2 Journal Article Critique (100 points)**

- a. Read an article from a professional journal on career planning for individuals on the Autism Spectrum.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form #2.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

**Requirement #3 Web Article Critique (100 points)**

- a. Read an article from one of the following websites (Indiana Resource Center for Autism)  
<http://www.iidc.indiana.edu/irca/IRCAarticles/feducationarticles.html>  
<http://www.iidc.indiana.edu/irca/fTemple.html>.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form #3.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

**Graduate Evaluation of Requirements**

Grade	Percentage	PR/LL	Achievement
A	97% - 100%	PR 4/LL 4	Excellent
A/B	92% - 96%	PR 4/LL 4	Excellent
B	89% - 91%	PR 4/LL 3	Satisfactory
B/C	84% - 88%	PR 3/LL 3	Need for Improvement
C	80% - 83%	PR 3/LL 2	Unsatisfactory for Graduate Level
F	Below 80%	PR 2/LL 1-2	Unsatisfactory for Graduate Level

**Performance Rating (PR) - Level of Learning (LL)**

<b>Use the following code to designate the OVERALL performance rating (PR) for each competency area:</b>
<b>4 - Proficient</b> - consistent application of knowledge, skill or disposition at this level.
<b>3 - Developing</b> - progress in the application of knowledge, skill or disposition at this level
<b>2 - Emerging</b> - limited application of knowledge, skill or disposition at this level
<b>1 - Not Present</b> -competency not addressed

<b>Expected Level of Learning (ELL) for each competency</b>	<b>Expected Level of Disposition (ELD) (Professional Behavior)</b>
1-2 <b>Knowledge Level:</b> Remembering an idea or fact <b>Comprehension Level:</b> Demonstrating an understanding of an idea or fact in a form close to the way it was presented	1-2 <b>Receiving Level:</b> Receiving new knowledge, skill or disposition <b>Responding Level:</b> Participation in and compliance with requirements
2 <b>Comprehension Level</b> <b>Application Level:</b> Applying fact to a real or simulated situation	2 <b>Valuing Level:</b> Involvement in or commitment to new knowledge, skill or disposition
3 <b>Application Level</b> <b>Analysis Level:</b> Analyzing the parts, patterns or organization	3 <b>Organizing Level:</b> Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
4 <b>Synthesis Level:</b> Putting the parts together to form a whole; Combining information into patterns and structures <b>Evaluation Level:</b> Making judgments about the value of ideas, methods or materials with rationale for judgment	4 <b>Internalizing Level:</b> Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

**Due Dates for Submission of Requirements:**

Course requirements must be submitted according to the dates indicated in the table below. To facilitate authentic application of theory to practice, timelines for submission of the 2-credit requirement is extended.

<b>Workshop Dates</b>	<b>1-credit Submission Date</b>	<b>2-credit Submission Date</b>	<b>Grades Available</b>
November 16-17, 2009	December 18, 2009	January 29, 2010	End March

1. A team of educators who represent varied expertise areas evaluate the credit requirements.
2. If you wish to have your completed requirements returned to you, enclose a self-addressed, pre-weighed and stamped envelope with your requirements and they will be returned to you with feedback.
3. Send via U. S. Postal Service, Federal Express, etc. completed requirements, with correct Evaluation Criteria Checklist form attached to:

**Sister Mary Karen Oudeans, Ph.D.**  
**Silver Lake College**  
**2406 S. Alverno Road**  
**Manitowoc, WI 54220**

4. Requirements must be received at Silver Lake College by the indicated due date.
5. Grades will be available online; Campus Web access information will be mailed to you.
6. Request and application form for an “official” academic transcript for this course is available at <http://www.sl.edu/Resources/requestfortranscript.pdf>

**Questions should be directed to Sister Mary Karen Oudeans, Ph.D. (920-686-6157 or 1-800-236-4SLC Ext. 157).**

**Evaluation Criteria Checklist**  
**Requirement #1: Key Concepts, New Learning & Application (1- and 2-credit requirement)**  
**Career Planning for Individuals with ASD**  
**November 16-17, 2009**

Name \_\_\_\_\_ Workshop Date/s Attended \_\_\_\_\_

	Points
<b>Criterion</b>	<b>Points</b>
<b>General Information</b>	None
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
<b>PART A Key Concepts</b>	_____/30
<input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Objectives 1-8 (Refer to course syllabus) <b>Comments:</b>	
<b>PART B New or Extended Knowledge &amp; Skills</b>	_____/25
<b>Evidence of:</b> <input type="checkbox"/> New or extended knowledge & skills identified for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept identified in PART A <b>Comments:</b>	
<b>PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge &amp; Skills to Professional Roles and Responsibilities</b>	_____/30
<b>Evidence of:</b> <input type="checkbox"/> Critical analysis statements for <u>each</u> of the key concepts regarding new/extended knowledge & skills (e.g., compared, contrasted workshop information with other sources, prior knowledge, experience, etc.) <input type="checkbox"/> Evaluative statements regarding application, usefulness, etc. of the new/extended knowledge & skills <input type="checkbox"/> Personal/professional growth statements regarding new/extended knowledge & skills <input type="checkbox"/> Gave specific examples of application and usefulness to educational or relevant professional setting <input type="checkbox"/> Evidence of critical thinking (e.g., synthesis, analysis, and evaluation statements) <b>Comments:</b>	
<b>Professional Format (Overall)</b>	_____/15
<input type="checkbox"/> Correct grammatical structure <input type="checkbox"/> Accurate punctuation, spelling <input type="checkbox"/> Introduction, main ideas, supporting details, transition <input type="checkbox"/> Clear summary and evaluative statements <input type="checkbox"/> Conclusion statements <input type="checkbox"/> Graduate quality professional writing <b>Comments:</b>	
<b>Total Points</b>	_____/100

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Journal Article Analysis & Critique (1- and 2-credit requirement)**  
**Career Planning for Individuals with ASD**  
**November 16-17, 2009**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion Checklist	Points
<b>Reference/s &amp; Bibliographic Information</b> <input type="checkbox"/> Followed American Psychological Association format (APA) <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete citation</li> <li><input type="checkbox"/> Accurate</li> </ul> <b>Comments:</b>	_____/5
<b>Content Summary</b> <input type="checkbox"/> Addressed topics of workshop <input type="checkbox"/> Summarized main idea/s which described the article content, methods, strategy, etc <b>Comments:</b>	_____/30
<b>Critical Analysis, Synthesis, and Evaluation</b> <input type="checkbox"/> Provided critical analysis and evaluative statements—such as-- <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)</li> <li><input type="checkbox"/> Describing strong/weak points of the article</li> <li><input type="checkbox"/> Identifying and describing cautions, concerns, and benefits of information.</li> </ul> <input type="checkbox"/> Integrated concepts from workshop, professional experience, etc. <input type="checkbox"/> Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting <input type="checkbox"/> Gave specific examples of application and implementation <input type="checkbox"/> Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique. <b>Comments:</b>	_____/45
<b>Professional Quality</b> <b>Evidence of overall professional quality:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)</li> <li><input type="checkbox"/> Correct grammatical structure, punctuation, spelling, etc.</li> <li><input type="checkbox"/> Graduate quality professional writing</li> <li><input type="checkbox"/> Neatness</li> </ul> <b>Comments:</b>	_____/20
<b>Total Points</b> _____/100	

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Website Article Analysis & Critique (2-credit requirement only)**  
**Career Planning for Individuals with ASD**  
**November 16-17, 2009**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion Checklist	Points
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**Reference/s & Bibliographic Information**

- Followed American Psychological Association format (APA) \_\_\_\_\_/5
  - Complete citation
  - Accurate

**Comments:**

**Indicate website used for article choice:**

<http://www.iidc.indiana.edu/irca/IRCAarticles/feducationarticles.html> \_\_\_\_\_  
<http://www.iidc.indiana.edu/irca/fTemple.html> \_\_\_\_\_  
 \_\_\_\_\_/30

**Content Summary**

- Addressed topics of workshop
- Summarized main idea/s which described the article content, methods, strategy, etc

**Comments:**

**Critical Analysis, Synthesis, and Evaluation** \_\_\_\_\_/45

- Provided critical analysis and evaluative statements—such as--
  - Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)
  - Describing strong/weak points of the article
  - Identifying and describing cautions, concerns, and benefits of information.
- Integrated concepts from workshop, professional experience, etc.
- Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting
- Gave specific examples of application and implementation
- Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique.

**Comments:**

**Professional Quality** \_\_\_\_\_/20

**Evidence of overall professional quality:**

- Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)
- Correct grammatical structure, punctuation, spelling, etc.
- Graduate quality professional writing
- Neatness

**Comments:**

**Total Points** \_\_\_\_\_/100