

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

Course #: SED 680-002
Course Title: Asperger Syndrome for the Special Education World
Credit: 1 OR 2
Term: Fall 2010
Date/Time: December 3, 2010
8:00 a.m. -3:30 p.m.
Location: Crowne Plaza Minneapolis North
2200 Freeway Blvd.
Brooklyn Center, MN 55430
763-566-8000
Presenter: Liane Holliday-Willey, Ph.D.
Instructor: Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “Asperger Syndrome for the Special Education World.” Registration for credit will be accepted via U.S. mail up to one week after the workshop date. A “withdraw” from credit is only available until the start date of the workshop/course (December 3, 2010). Call (920-686-6157) if a “withdraw” from credit is necessary.

The cost PER CREDIT is \$180.00. Payment is due with this registration form. Credit cost is separate from workshop fee.

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 “Asperger Syndrome for the Special Education World” to 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:

Workshop presenter will use her life story as a person diagnosed with Asperger’s Syndrome (AS) to illustrate how teachers and others in her life have supported her and helped her to understand and cope with the effects AS had in her daily life. The language, social, executive functioning, sensory integration and psychological difficulties encountered by individuals with AS will be explored. Workshop content will provide information to assist educators and parents in identifying effective strategies and design supports for individuals with AS which can increase academic, emotional and physical success.

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:

One (1) Graduate Credit Course Objectives

1. Identify and summarize key concepts related to Asperger’s Syndrome in the areas of language, social interactions, executive functioning, sensory integration, and psychological well-being.
2. Identify new knowledge and skills or the extension of prior knowledge and skills regarding Asperger’s Syndrome in the areas of language, social interactions, executive functioning, sensory integration, and psychological well-being.
3. Apply workshop knowledge and skills to relevant educational and/or professional environment.

Two (2) Graduate Credit Course Objectives:

Objectives 1-3 above, **PLUS**

4. Analyze, compare, and contrast current research and best practice with workshop knowledge and skills.

General Requirements

Attendance and participation in all sessions of the Spectrum Training Systems Inc workshop activities **is mandatory for both the one-(1) credit AND two-(2) credit options.**

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

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1

Two (2)-Credit Requirements

- Write a brief biographical sketch of your professional experience and current /professional position.
- Complete Requirements #1 AND #2

General Descriptions of Credit Requirements—An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contains more specific information relative to content of each requirement.

Requirement #1 (1- AND 2-credit requirement) – 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 (2-credit requirement ONLY)-Journal Article Critique (100 points)

- a. Read a professional journal article which addresses best practice research relative to content of workshop.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form for content.
- d. Outline a specific action plan for how you can/will incorporate these best practice strategies into your program planning and professional roles and responsibilities.

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)

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

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
1-2 Knowledge Level: Remembering an idea or fact Comprehension Level: Demonstrating an understanding of an idea or fact in a form close to the way it was presented	1-2 Receiving Level: Receiving new knowledge, skill or disposition Responding Level: Participation in and compliance with requirements
2 Comprehension Level Application Level: Applying the fact to a real or simulated situation	2 Valuing Level: Involvement in or commitment to new knowledge, skill or disposition
3 Application Level Analysis Level: Analyzing the parts, patterns or organization	3 Organizing Level: Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
4 Synthesis Level: Putting the parts together to form a whole; Combining information into patterns and structures Evaluation Level: Making judgments about the value of ideas, methods or materials with rationale for judgment	4 Internalizing Level: 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. **If you need your grade earlier than indicated (e.g., license renewal, school requirement, etc.) call 920-686-6157 to make arrangements.**

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
December 3, 2010	January 10, 2010	January 20, 2010	End March 2011

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 on CampusWeb at <http://www.sl.edu>: 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/registrar.asp>

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)
Preventing Special Ed Due Process thru Educational Collaboration
SED 680-002 (December 3, 2010)

Name _____ Workshop Date Attended _____

	Points
Criterion	Points
General Information	None
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
PART A Key Concepts	_____/30
<input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Relevant to content <input type="checkbox"/> Clearly stated and developed	
Comments:	
PART B New or Extended Knowledge & Skills	_____/25
Provided evidence of:	
<input type="checkbox"/> New or extended knowledge & skills for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept in PART A	
Comments:	
PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge & Skills to Professional Roles and Responsibilities	_____/30
Provided evidence of:	
<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"/> Integration of workshop content with professional expertise <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)	
Comments:	
Professional Format (Overall)	_____/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	
Comments:	
Total Points	_____/100

General Comments:

Evaluation Criteria Checklist
Requirement #2: Journal Article Analysis & Critique (2-credit ONLY requirement)
Preventing Special Ed Due Process thru Educational Collaboration
SED 680-002 (December 3, 2010)

Name _____ Workshop Date Attended _____

Criterion Checklist	Points
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Reference/s & Bibliographic Information

- Followed American Psychological Association format (APA) _____/5
http://en.wikipedia.org/wiki/APA_style
 - Complete citation
 - Accurate

Comments:

Content Summary _____/30

- Addressed workshop content
- Summarized main idea/s which described the article content, methods, strategy, etc
- Included supporting details for main ideas in summary

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
- Outlined specific action plan for application and implementation**
 - Goals & objectives (outcomes)
 - Timeline for implementation
 - Description of activities to meet goals/objectives
- 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

General Comments: