

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

**Course #:** SED 681-001  
**Course Title:** Developing Supportive Classrooms: Making General Education Work  
**Credit:** 1  
**Term:** Fall 2009  
**Date/Time** October 5, 2009  
9:00 a.m. -3:00 p.m.  
**Location:** Imagine a Child's Capacity  
14 Ellis Potter Ct.  
Madison, WI 53711  
Fax: 608-204-6249  
**Presenter/s:** Sharon Hammer, M.S, Lisa Ladson, BCABA, Lisa Hoeme, M.S./CRC, Sue Trace, M.Ed./OTR  
**Instructor:** Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the workshop entitled: "Developing Supportive Classrooms: Making General Education Work." 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 for this course 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 graduate credit from Silver Lake College will have the opportunity to extend the knowledge and skills gained in the workshop "Developing Supportive Classrooms: Making General Education Work" 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 successful completion of 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***

This workshop highlights strategies currently used to support individuals on the autism spectrum but which can be adapted to general education settings. Topics include many functional tools to utilize within the general education such as using sensory supports, visual supports, emotional regulation supports and multi-modal teaching strategies to benefit all students in a classroom setting.

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

Participants who choose to complete the independent and authentic application of theory to practice for one (1) graduate credit will demonstrate the following knowledge and skills:

1. Identify classroom climate considerations that can support the success of all students in the general education classroom.
2. Identify and describe effective strategies for promoting high expectations in the classroom for all students.
3. Describe effective strategies for promoting comfort in the classroom (e.g., sensory, physical, emotional supports, etc.)
4. Identify and describe effective classroom strategies that promote learning for all students.
5. Identify and describe effective strategies that promote safety in the school and classroom environments.
6. State new knowledge and skills or the extension of prior knowledge and skills related to classroom supports for individuals on the autism spectrum.
7. Apply workshop concepts and skills to relevant educational and/or professional environment.

8. Analyze, compare, and contrast current research and best practice with workshop concepts and skills.

### **General Requirements**

Any participant who chooses the graduate credit option **MUST** attend and participate in all sessions of the “Developing Supportive Classrooms: Making General Education Work” Workshop.

### **General Directions for credit option**

- It is the student’s responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements #1 and #2 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 Requirement**

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

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

### **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 setting/environment. The outline below (A-C) delineates the topic headings for Requirement # 1.

#### **Identify each section as indicated below:**

**PART A:** Summarize 8-10 key concepts 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. For example, 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 a professional journal article which addresses current research and best practice for addressing development of classroom supports for persons with ASD.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article. Use the Critical Analysis, Synthesis, and Evaluation points on Criteria Checklist Form for content of critique.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

## Requirement Evaluation

Silver Lake College's grading scale for graduate credit is based on total percentage points indicated in the following table

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:
<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

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD)(Professional Behavior)
<b>1-2 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	<b>1-2 Receiving Level:</b> Receiving new knowledge, skill or disposition <b>Responding Level:</b> Participation in and compliance with requirements
<b>2 Comprehension Level</b> <b>Application Level:</b> Applying the fact to a real or simulated situation	<b>2 Valuing Level:</b> Involvement in or commitment to new knowledge, skill or disposition
<b>3 Application Level</b> <b>Analysis Level:</b> Analyzing the parts, patterns or organization	<b>3 Organizing Level:</b> Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
<b>4 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	<b>4 Internalizing Level:</b> Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

### Due Date for Submission of Requirements

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
October 5, 2009	November 6, 2009	Not Applicable	Mid-January 2010

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**  
**Developing Supportive Classrooms: Making General Education Work**  
**October 5, 2009 (SED 681-001)**

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

Criterion	Points
<b>General Information</b> <input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	None
<b>PART A Key Concepts</b> <input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Course Objectives <b>Comments:</b>	_____/30
<b>PART B New or Extended Knowledge &amp; Skills</b> <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>	_____/25
<b>PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge &amp; Skills to Professional Roles and Responsibilities</b> <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>	_____/30
<b>Professional Format (Overall)</b> <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>	_____/15
<b>Total Points</b>	_____/100

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Journal Article Analysis & Critique**  
**Developing Supportive Classrooms: Making General Education Work**  
**October 5, 2009 (SED 681-001)**

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

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

- |  |                |
|--|----------------|
| <input type="checkbox"/> Followed American Psychological Association format (APA)<br><a href="http://en.wikipedia.org/wiki/APA_style">http://en.wikipedia.org/wiki/APA_style</a> <ul style="list-style-type: none"> <li><input type="radio"/> Complete citation</li> <li><input type="radio"/> Accurate</li> </ul> | <p>_____/5</p> |
|--|----------------|

**Comments:**

<b>Content Summary</b>	_____/30
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- |  |  |
|--|--|
| <input type="checkbox"/> Addressed topics of workshop<br><input type="checkbox"/> Summarized main idea/s which described the article content, methods, strategy, etc |  |
|--|--|

**Comments:**

<b>Critical Analysis, Synthesis, and Evaluation</b>	_____/45
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- |   |  |
|---|--|
| <input type="checkbox"/> Provided critical analysis and evaluative statements—such as-- <ul style="list-style-type: none"> <li><input type="radio"/> 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="radio"/> Describing strong/weak points of the article</li> <li><input type="radio"/> Identifying and describing cautions, concerns, and benefits of information.</li> </ul> <input type="checkbox"/> Integrated concepts from workshop, professional experience, etc.<br><input type="checkbox"/> Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting<br><input type="checkbox"/> Gave specific examples of application and implementation<br><input type="checkbox"/> Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique. |  |
|---|--|

**Comments:**

<b>Professional Quality</b>	_____/20
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**Evidence of overall professional quality:**

- |   |  |
|---|--|
| <input type="checkbox"/> Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)<br><input type="checkbox"/> Correct grammatical structure, punctuation, spelling, etc.<br><input type="checkbox"/> Graduate quality professional writing<br><input type="checkbox"/> Neatness |  |
|---|--|

**Comments:**

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

**General Comments:**