



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

*Table 1: Class Information*

<b>Class Information:</b>		
Semester/Year: Spring 2022	Course: CSAD 199: Service Learning in Autism and Related Neurodevelopmental Disabilities	Section: 08
Meeting Days: Thursdays	Meeting Times: 8:00-8:50 AM	Location: FLS 2604
Instructor: Dr. Lisa D'Angelo Dr. Heather Thompson	Email: <a href="mailto:dangelo@csus.edu">dangelo@csus.edu</a> <a href="mailto:heather.thompson@csus.edu">heather.thompson@csus.edu</a>	Phone: 916-278-3912 916-278-6654
Office Location: LD'A: FLS 2404A HLT: FLS 2204G	Office Hours/Appointments: LDA: Mondays 11:00-11:50am, Wednesdays 10:30-11:45am HLT: Mondays 1:30-3:00pm, Wednesdays 9:30am-11:00am	

### Catalogue Course Description:

**CSAD 199. Service Learning in Autism and Neurodevelopmental Disabilities. 2 Units**

**Prerequisite(s):** [CSAD 125](#), [CSAD 126](#), [CSAD 142](#), [CSAD 145](#), [CSAD 148](#), [PSYC 2](#), [STAT 1](#), [CHAD 30](#), and [DEAF 51](#).

**Term Typically Offered:** Spring

Service Learning in working with individuals on the autism spectrum and/or related neurodevelopmental disabilities. Hands-on pre-clinical internship work. Students must furnish travel to Community Partner Site.

### Place of Course in Program:

This is a 14-week elective course for students who are nearing completion of their undergraduate studies in Communication Sciences and Disorders and who wish to gain pre-clinical skills in providing communication support to individuals with neurodevelopmental disabilities. This course is a 2-unit course with a 2-hour Service Learning experience which will generally be taken by students in the Spring semester of their senior year. *Students should anticipate having approximately 3-4 hours set aside for Service Learning each week once placement is underway.* The goal of this program is to provide hands-on, practical experience for students while they work with an individual on the autism spectrum, and provide education, and support to individuals.

Table 2: Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
<b>Intellectual and Practical Skills, including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
<b>Personal and Social Responsibility, including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 199: SPECIFIC STUDENT LEARNING OUTCOMES:

Via class discussions, assignments and examinations, each student will be able to:

1. Describe the criteria used in the DSM-5 to diagnose ASD
2. Discuss the characteristics of individuals on the autism spectrum
3. Discuss four treatment approaches used with individuals on the autism spectrum
4. Devise a treatment plan for an individual on the autism spectrum
5. Discuss three alternative behaviors that might be taught using a Positive Behavior Support Approach
6. Develop a plan to address two communication concerns of individuals with ASD
7. Describe how participating in Service Learning impacts scope of care for individuals with neurodevelopmental disabilities

Table 3: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Reflection 1; Community Partner Portfolio	
2	Reflection 2; Community Partner Portfolio	
3	Reflection 3; Community Partner Portfolio	
4	Reflection 4; Community Partner Portfolio	
5	Reflection 5; Community Partner Portfolio	
6	Reflection 6; Community Partner Portfolio	
7	Reflection 7; Community Partner Portfolio	

## Textbooks and Materials:

**Online Resources:** Information will be provided on Canvas.

## Course Requirements/Components:

- A) **Service Learning:** **Service learning** is a teaching method that faculty use to help students deepen their understanding of course material and is identified as an impactful teaching practice. Students participate in on or off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). They participate in these activities in order to respond to social problems. **In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course.** Students consider these issues through the process of structured reflections. This form of experiential learning or learning by doing is mutually beneficial to the student and the community partner.

California State University, Sacramento has placed a high priority on Service Learning. This is in accordance with the University's goal regarding the public life of a University. That is, we are committed to partnerships with regional agencies, both as producers of and consumers or knowledge. We are committed to developing compassionate, caring and competent citizens with a strong sense of civic responsibility. This is one of your opportunities to shape the world in which you live. The Department of Speech Pathology and Audiology works hard to develop undergraduate and graduate students who exhibit a high level of professional behavior. Traits such as competence, honesty, compassion, respect for others and professional responsibility are skills that we want our students to exhibit. We pride ourselves on being able to provide rich learning opportunities for our undergraduates so that professional behavior can be developed and maintained.

### **Students who apply themselves fully to the Service Learning component of this course should:**

1. Develop appreciation for the diversity of communities that make up Sacramento\*
2. Develop an understanding of the local social problems facing our community\*
3. Feel connected to the course content, the major, and the field of study \*\*
4. Develop skills at working with others effectively\*\*\*
5. Develop new social connections at the university

These service learning outcomes are also linked (see asterisks) to the following Sacramento State Baccalaureate Learning Goals:

1. \*Personal and Social Responsibility
2. \*\*Competence in the Disciplines
3. \*\*\*Intellectual and Practical Skills

### **General Policies Related to Service Learning:**

At Sacramento State, Service Learning and other community service activities are supported by the **Community Engagement Center (CEC): [www.csus.edu/cec](http://www.csus.edu/cec)** . We will be talking more about Service Learning in class and you will be required to complete some on-line paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in service-learning courses for which they receive academic credit. Once it has been decided where students will do their Service Learning, I will “place” you at the site through canvas and then you will log-in with your Sac Link ID so that you can:

1. Review and sign off on a Code of Conduct
2. Review and sign off on “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form
3. Print out an Emergency Contact form to be given to your community partner
4. Print out a Time Log and keep track of your time throughout the semester.

### **Course Requirements:**

As part of this course, students will be required to complete service learning hours with a submitted hours log, seven reflection assignments, one community partner portfolio, complete surveys, and attend and participate in classes.

**Service Learning:** Service Learning will provide you with the opportunity to contribute to your community in a meaningful way. This experience is intended to enhance your learning in the area of autism spectrum disorders and special education, as well as your understanding of self, diversity of the human condition, cultural contexts, civic engagement, and civic identity. You should aim to achieve 45 hours in service learning spread over at least a 10-week period. Service Learning will take place through the Autism Center for Excellence on the CSUS campus, Creative Living Options, or through the San Juan Unified School District or Sacramento City Unified School District. These organizations are known as the Community Partner Site. Each student will be matched with a child or adolescent with a neurodevelopmental disability, this individual will be known as The Learning Partner. Students enrolled in the CSAD 199 class will be required to attend the practicum, interact with The Learning Partner and learn about neurodevelopmental disability with the objective of solving a problem that The Learning Partner experiences. Students may be placed in individual therapy sessions, a regular educational classroom, or a special day class.

**Reflections:** Reflective practice will provide you with the opportunity to reflect not only on how you impact the individuals, families and agencies in your environment, but also on how those individuals, families and agencies impact you. How are your beliefs, values, attitudes, and past experiences affirmed or changed by the service learning experience? There will be seven reflection assignments to complete over the course of the semester. Assignments must be completed individually and uploaded to Canvas according to the assignment instructions. Assignments handed in to Canvas after the deadline are considered late. Late assignments will be reduced by 20% per day and the late penalty will be applied at the time that the assignment is received by the professor.

**Community Partner Portfolio:** How were your beliefs of individuals on the autism spectrum, as well as your values, attitudes, and past experiences affirmed or changed by the service learning experience?

**Community Partner Feedback:** Twice during the semester, the supervising community partner will be asked to provide written feedback on the student’s performance. It is the student’s responsibility to prompt the on-site supervisor for these evaluations, one when 1/2 the hours are completed and the other when all (or almost all) of the hours are completed.

**Pre- and Post-internship Surveys:** Students must complete a survey before the start of, and at the end of the service learning experience. This survey will be used to determine the impact of the program and foster changes to promote program improvement.

**Attendance and Participation:** Due to the nature of the Service Learning and your professional responsibility to your agency, you are expected to attend all classes, complete weekly field work, and contribute thoughtfully to in-class discussion. Absences due to illness MUST be reported to the instructor and your field supervisor prior to your absence. Students are responsible for obtaining information from any classes missed and for making up missed hours at their placement site.

### **Grading Policy:**

Students will have the opportunity to earn points towards their grade through assignments, exams and class participation.

Table 4: Course Requirements and Grade Distribution

Source	Points	% of Grade
Reflections	50 points each x 7 = 350 points	35%
Community Partner Portfolio	200 points	20%
Service Learning Hours	200 points	20%
Community Partner Feedback	50 points	5%
Pre- and post-Internship Surveys	100 points	10%
Attendance and Participation (including pre-internship health and background check requirements and paperwork)	100 points	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

Table 5: Points, Percentages and Letter Grades

Points	%	Letter
920-1000	92-100	A
900-919	90-91	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+
730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
640-669	64-66	D
600-639	60-63	D-
<600	<60	F

## Course Policies/Procedures:

1. **Attendance:** Professional attendance is required for class meetings and at the Community Partner Site. Students are encouraged to attend all scheduled class meetings and to take advantage of every opportunity for learning within the context of the class.
2. **Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class.
3. **Class meetings, participation and “Netiquette”:** It is expected that students will complete all readings prior to class. Teaching strategies will include lectures and functional assignments composed of clinical simulation. Active listening, critical thinking, and discussion (through Zoom or discussion posts) are expected in this course. Students are strongly encouraged to take notes by hand to aid in the retention of knowledge. Grades for this class are earned. Students are not permitted to email the instructor with requests to “bump up” a grade.
4. **Technology use:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or

extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.

5. **Recording:** To facilitate students’ learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require an accommodation and additional support in note-taking, please see the instructor.
6. **Course Evaluations:** This class was developed and reworked over several months and is continually modified with the aim to promote student learning and to promote knowledgeable students’ entry into graduate programs. At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students’ educational and professional growth. A link has also been posted in Canvas so that students have the ability to give anonymous feedback regarding the course, and this year, specifically related to remote instruction. Students are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

## Technology and Support

### Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website](#).
- For assistance with course materials, contact your instructor

### Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

### Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State’s Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

## Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## Understand When You May Drop This Course:

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

## Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of CSAD 199: Service Learning in Neurodevelopmental Disabilities - Syllabus and Course Outline*

Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations;

urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

## Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

### **CSAD 199: Service Learning in Autism and Related Neurodevelopmental Disabilities**

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

#### **Standard IV-D: Prevention, Assessment, and Intervention**

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g.,

attention, memory, sequencing, problem solving, and executive functioning).

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.
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## Tentative Outline and Schedule

Date	Presenter	Topic	Assignment	
Week 1		<ul style="list-style-type: none"> <li>• Overview of program and community partner agreement</li> <li>• CEC connect paperwork</li> <li>• HIPPA Training and Confidentiality</li> </ul>	Complete pre-internship requirements (background checks, immunizations, CPR for HCPs) Register on CECconnect paperwork	
Week 2	Dayle Cantrall* Garrett Broadbent* Dr. Lou Vismara*	Introduction to CLO and SJUSD Introduction to Graduate Student Liaisons	Complete online Service Learning Orientation through CEC Connect Signed Student Learning Agreement Due	
Week 3		Overview of ASD diagnostic criteria Communication concerns in ASD and NDDs	Print out Emergency Contact form and give it to community partner Reflection 1 Due	
Week 4		Identifying communication concerns		
Week 5		Facilitating social skills	Reflection 2 Due	
Week 6		Facilitating language skills		
Week 7		Facilitating peer relationships	Reflection 3 Due	
Week 8		Facilitating communication opportunities		
Week 9		Solving communication breakdowns I	Reflection 4 Due	
Week 10		Solving communication breakdowns II		
Week 11		Solving communication breakdowns III	Reflection 5 Due	
Week 12		Community Partner Portfolio Development		
Week 13		Community Partner Portfolio Development	Reflection 6 Due	
Week 14		Internship Wrap Up	Community Partner Portfolio Due	
Week 15		Pair and Share of Skills Learned Course Evaluations	Reflection 7 Due Submit signed Participation Log	