Course Syllabus

✎ Edit

Accelerated Undergraduate Studies | BA in Child Development

CDV3063 Parent Education and Family Development

3 Units

Fall 2025 Quad 2

October 27 - December 21, 2025

Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

Final Exam: (Day/Time): N/A

Instructor: Maria George

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Phone: N/A

Office Location and Hours: Upon Request

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an express

faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course provides students with a comprehensive study of family development. Students will explore family education models including an understanding of diversity among families and child-rearing practices. Students will strengthen their ability to meet the needs of families by developing a parent education workshop.

Prerequisite(s): CDV 3023; may not take CDV 3063 before CDV 3023 but courses may be taken concurrently.

Course Learning Outcomes

The following student learning outcomes will be achieved by this course:

1. Identify the unique needs and circumstances of families with respect to diversity in family systems based on race, culture, ethnicity, and socio-economic status. PLO 5
2. Explain diverse family systems and their effect on child and adolescent development. PLO-2
3. Articulate ways to assist parents and families to enhance and stimulate the physical, cognitive, socio-emotional, and spiritual development of children and adolescents. PLO-1

Program Learning Outcomes

The Point Loma Nazarene University BA-CDV graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Identify and describe normative similarities and differences of intellectual, emotional, social, and physical theories at each developmental stage from prenatal through adolescence. ILO-1
2. Evaluate the effects of family systems on the development of children and adolescents. ILO-2
3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current. ILO-1
4. Assess research of theoretical and appropriate practical elements of parenting to facilitate discussions for a healthy environment for children and adolescents. ILO-2
5. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macrosystems with which they co-exist. ILO 2
6. Identify career paths and professional areas of service within the child and adolescent profession. ILO 3

Program Core Competency Learning Outcomes (CCLO)

1. Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
2. Students will be able to effectively express ideas and information to others through written communication.
3. Students will be able to solve problems that are quantitative in nature.

NAEYC Professional Standards and Competencies

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Standard 2: Family-Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, in a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Coleman, M. (2013). Empowering family teacher partnerships building connections within diverse communities. Los Angeles, CA: SAGE

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 119 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

Activity Category	*Time-to-Complete (Hours)*
Required Reading	32
Discussions & Team Collaboration	41

Assignments	38
Quizzes & Final Exam	8
Total:	119

Course Schedule and Assignments

Listed below is a general overview of the Signature Assignments for CDV 3063, which fulfill three of the Child & Adolescent Development Program Learning Outcomes expected for this course. What follows is a list of those signature assignments with details about the design and requirements for each.

Signature Assignment: Parent Handbook and Workshop

The final project of this course will include a comprehensive parent education workshop that will be presented to your team virtually during week 8 (a sign-up will be provided, see rubric on Canvas for more information).

This project has three parts that you will be working on throughout the semester: the proposal, the handbook, and the actual workshop presentation.

Topic:

Think of a topic or dilemma related to parenting, parent-teacher relationships, or partnering with parents. Use your Coleman textbook for generating an idea for your topic. Pick something that interests you. It can relate to parenting, family involvement, working with diverse cultures, or topics related to promoting well-being, but should be something that relates to your textbook and topics discussed in this course. Your handbook may include a broader topic with only a portion being presented in your class presentation/workshop (remember the content in your handbook could require several sessions if you were to present it at an organization). Be creative, user-friendly, and professional. Spelling and grammar count!

1. **Proposal:**

The idea for this part of the assignment is to be as complete and detailed as you need to be- so that this becomes a proposal to present your workshop. (Think of it as a proposal to be a guest speaker for an organization, or a proposal to your boss to offer training at your school, church, hospital, or other organization.) The people who read it should clearly understand what you want to do, how you are going to do it, and why it is important. You will be presenting a rough draft of your proposal to your learning via a discussion board in week 5.

- Define the population your project is designed for: be specific about whom you will target (who will attend). How many sessions will be involved and what is the length of each presentation? What the setting- classroom, auditorium, etc.?

- What are the objectives of the workshop: what do you expect to teach and what are the goals that you have for the participants. Be specific- so that the reader will know why you are doing what you are doing!
- Materials needed- will you need any equipment, paper, and pens, AV hookups, etc.? This is for workshop planning purposes and also helps to set a budget. Include here a copy of any handouts you will use in addition to your handbook. (You are welcome to bring copies of your handouts, brochures, flyers for the entire class but it is not required. One copy of all materials for your workshop is required for your professor.)
- Are there any special considerations for the workshop? For example, will you provide childcare, snacks (be sure to note in #3), can it be modified for other populations (for example for teachers or parents or…?)
- A complete outline of the workshop is required. Include a brief overview and all of the topics you will be covering. This should be read so that anyone who sees it will know what information you will be presenting. (Note: this page should be separate from the proposal and should be printed and brought to class for your proposal presentation to your learning team.) You are welcome to bring copies for the entire team but it is not required. One copy is also required to be uploaded to Canvas with the proposal submission.

Due Date: Uploaded to Canvas by Wednesday of Week 6

2. **Handbook:**

After you receive approval for your topic, you can begin working on the handbook that will accompany your workshop. Please have a rough draft ready for peer review **no later than Week 7.**

- Your name should appear on the cover.
- Parent Handbook should be between 5-10 pages, not including the title page, table of contents, and reference page.
- Key Terms- make a list and define key terms that parents will find in the handbook. Include child development terms and topic language that might not be common words recognized by parents. This will be a separate page in your handbook.
- Sources- find a minimum of three sources. Include your textbook and a minimum of 2 peer-reviewed journal articles. Complete your reference page in APA format.

Due Date: Upload the final handbook with the workshop presentation slides to Canvas no later than Week 8. *You also should attach the handbook to your final workshop presentation.

3. **Workshop Presentation:**

During Week 8 you will present your workshop to your learning team as if they are the intended audience via a recorded video. A slideshow (guidelines provided on Canvas) and interactive activity are required for full credit. The video of the workshop needs to be at least 10-15 minutes long.

Due Date: Upload the workshop presentation slides to canvas (along with the handbook) no later than Week 8. Be prepared to present your workshop to your team via a video in a final discussion.

Research Presentation

The intention of these presentations is to expand on one or more topics in the text not to repeat what is in the text. You will choose from a list of family arrangements that interest you. A sign-up will be provided during the first weeks of class. Through the use of current resources and interviews (when applicable) you will explore the family arrangement and "teach" your learning team what you learned using PowerPoint or Google Slides. These presentations will occur throughout the course via a discussion board post when the material on the specific family arrangement is being covered. A maximum of 10 minutes will be allowed for these presentations.

Multimedia Page-by-page Guidelines:

1. Introductory page: name, date, course, family type
2. Peer-reviewed article summary: population studied, study design, important findings from the article (or, an interview could also be inserted here if applicable, audio or video recommended)
3. Challenges facing this type of family
4. Solutions and strategies for working with this type of family
5. Faith integration: address how applying Christian principles and practices could impact serving this type of family.

Due Date: PowerPoint or Google Slides presentation must be posted as a hyperlink to the appropriate group discussion board by Wednesday of the week it is due. Your due date will depend on the topic you sign up for.

Possible Points: 100

Case Studies

The purpose of the case studies is to allow for examination and response to specific types of family situations that students may encounter upon entering the many fields associated with child and adolescent development.

Guidelines:

1. You will respond to specific case studies via discussion board first individually, providing potential solutions and strategies to best fit the solution.
2. Next, you will respond to other classmates' advice by providing feedback through clarifying questions or suggestions.

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	*Description*	*Percentage of Total Grade*
Online Discussions & Reflections	**Participation in discussion board forums is intended to promote collaboration between participants. These online conversations will be based primarily on related assigned readings or content in the course. As a guideline, plan to contribute at least two substantive posts per day during active discussions. A substantive post contains material related to the topic, application to your teaching practice, and/or extends learning in a meaningful way. It is expected that you read all posts in each discussion board forum.**	**30%**
Quizzes	**Quizzes align to the required reading in our course text.**	**15%**

Final Exam	The final exam will consist of a comprehensive essay/take-home project. The take-home essay/project will be due by the end of the course.	20%
Assignments	Assignments include case studies and the research project and are designed throughout the course for the application of learning aligned to the course content.	35%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 - 79%% = C+
- 73 - 76% = C
- 70 - 72% = C-
- 67 - 69% = D+
- 63 - 66% = D
- 60 - 62% = D-
- 59% or below = F

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at **scortezm@pointloma.edu (mailto:scortezm@pointloma.edu)** .

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on **State Authorization (https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures)** to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials

the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See **Adult Undergraduate Academic and General Policies** ⬈ **(https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/#text)** for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at **PLNU's Nondiscrimination webpage**

(http://www.pointloma.edu/nondiscrimination) .

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the **Title IX Office** (https://www.pointloma.edu/title-ix) . Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our **Sexual Harassment and Discrimination Policy.** (https://www.pointloma.edu/title-ix)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our **Nondiscrimination and Anti-harassment Policy** (https://www.pointloma.edu/bias) .

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to **Academic Policies** ⤷ (https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless

of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements (https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with th

computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (https://my.pointloma.edu/pages/writing-center-gps) **offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime

- **Research Help Guide** (https://my.pointloma.edu/pages/research-help) to help you start your research
  - The physical office is located on the third floor of the **Mission Valley Regional Center** ⬈ (https://maps.app.goo.gl/CRXui8PJUnSkvokC9) off the student lounge

- **Academic Writing Resources Course** (https://canvas.pointloma.edu/courses/64301) : Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** ⬈ (https://youtu.be/JB8MmVPznFI) and take time now to explore!

- **Grammarly** ⬈ (https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies) : Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring** (https://my.pointloma.edu/pages/tutoring-gps) : Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon Oct 27, 2025	📝 WK1 | Lecture (https://canvas.pointloma.edu/courses/82920/assignments/1238476)	due by

Date	Details	Due
	♿	
	📝 **WK1	Research Presentation: Topic Sign-up** (https://canvas.pointloma.edu/courses/82920/assignments/1238477) ♿	due by 11:59pm
	📄 **Important Course Information**	to do: 11:59pm
	📄 **Week 1 Overview**	to do: 11:59pm
Wed Oct 29, 2025	🚀 **Academic Honesty Verification Statement** (https://canvas.pointloma.edu/courses/82920/assignments/1238456) ♿	due by 11:59pm
	💬 **WK1	Case Study #1 Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238468) ♿	due by 11:59pm
Fri Oct 31, 2025	🚀 **WK1	Chapters 1 & 2 Quiz** (https://canvas.pointloma.edu/courses/82920/assignments/1238451) ♿	due by 11:59pm
	💬 **WK1	Learning Team Introductions Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238467) ♿	due by 11:59pm
Sun Nov 2, 2025	📅 **Response due to Learning Team Introductions Group Discussion** (https://canvas.pointloma.edu/calendar? event_id=178137&include_contexts=course_82920)	12am
	📅 **Responses due to Case Study #1 Group Discussion** (https://canvas.pointloma.edu/calendar? event_id=178138&include_contexts=course_82920)	12am
	🚀 **WK1	Course Exploration** (https://canvas.pointloma.edu/courses/82920/assignments/1238457)	due by 11:59pm

Date	Details	Due

| | 🧍 | |

	📝 **WK2 | Lecture** **(https://canvas.pointloma.edu/courses/82920/assignments/1238478)** 🧍	due by 11:59pm
Mon Nov 3, 2025		
	📄 **Week 2 Overview**	to do: 11:59pm

	🗨 **WK2 | Case Study #2 Group Discussion** **(https://canvas.pointloma.edu/courses/82920/assignments/1238466)** 🧍	due by 11:59pm
Wed Nov 5, 2025	🗨 **WK2 | Living in Poverty Discussion** **(https://canvas.pointloma.edu/courses/82920/assignments/1238470)** 🧍	due by 11:59pm
	🗨 **WK2 | Parent Education Workshop: Topic Pre-Proposal Group Discussion** **(https://canvas.pointloma.edu/courses/82920/assignments/1238469)** 🧍	due by 11:59pm

| Fri Nov 7, 2025 | 🚀 **WK2 \| Chapters 5 & 6 Quiz** **(https://canvas.pointloma.edu/courses/82920/assignments/1238458)** 🧍 | due by 11:59pm |

| Sun Nov 9, 2025 | 📅 **Responses due to Case Study #2 Group Discussion** **(https://canvas.pointloma.edu/calendar? event_id=178139&include_contexts=course_82920)** | 12am |
| | 📅 **Responses due to Living in Poverty Discussion** **(https://canvas.pointloma.edu/calendar? event_id=178140&include_contexts=course_82920)** | 12am |

Date	Details	Due
	📅 **Responses due to Parent Education Workshop: Topic Pre-Proposal Group Discussion** (https://canvas.pointloma.edu/calendar?event_id=178141&include_contexts=course_82920)	12am
Mon Nov 10, 2025	📝 **WK3	Lecture** (https://canvas.pointloma.edu/courses/82920/assignments/1238480) ♿	due by 11:59pm
	📄 **Week 3 Overview**	to do: 11:59pm
Wed Nov 12, 2025	📝 **WK3	Family Survey Group Assignment** (https://canvas.pointloma.edu/courses/82920/assignments/1238479) ♿	due by 11:59pm
	💬 **WK3	Living in Transition Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238465) ♿	due by 11:59pm
	💬 **WK3	Non-Dominant Culture Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238463) ♿	due by 11:59pm
	💬 **WK3	Research Presentations Foster Care Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238471) ♿	due by 11:59pm
	📄 **Family Survey - Faculty Resource**	to do: 11:59pm
Fri Nov 14, 2025	🚀 **WK3	Chapter 8 Quiz** (https://canvas.pointloma.edu/courses/82920/assignments/1238455) ♿	due by 11:59pm

Date	Details	Due
Sun Nov 16, 2025	📅 **Responses due to Living in Transition: Discussion** (https://canvas.pointloma.edu/calendar?event_id=178147&include_contexts=course_82920)	12am
	📅 **Responses due to Non-Dominant Culture Group Discussion** (https://canvas.pointloma.edu/calendar?event_id=178148&include_contexts=course_82920)	12am
	📅 **Responses due to Research Presentations Group Discussion** (https://canvas.pointloma.edu/calendar?event_id=178149&include_contexts=course_82920)	12am
Mon Nov 17, 2025	📝 **WK4	Lecture** (https://canvas.pointloma.edu/courses/82920/assignments/1238481) ♿	due by 11:59pm
	📄 **Week 4 Overview**	to do: 11:59pm
Wed Nov 19, 2025	📅 **Follow up Responses due to Research Presentations** (https://canvas.pointloma.edu/calendar?event_id=178150&include_contexts=course_82920)	12am
	💬 **WK4	Research Presentations Military Families Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238473) ♿	due by 11:59pm
	💬 **WK4	Research Presentations Poverty/Homelessness Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238474) ♿	due by 11:59pm
	💬 **WK4	Sensory Integration Reflection** (https://canvas.pointloma.edu/courses/82920/assignments/1238460) ♿	due by 11:59pm

Date	Details	Due
Fri Nov 21, 2025	🚀 **WK4	Chapters 7 & 10 Quiz** (https://canvas.pointloma.edu/courses/82920/assignments/1238452) ♿	due by 11:59pm
Sun Nov 23, 2025	📅 **Responses due for Workshop Proposal Group Discussion** (https://canvas.pointloma.edu/calendar?event_id=178142&include_contexts=course_82920)	12am
	📅 **Responses due to Research Presentations Discussion** (https://canvas.pointloma.edu/calendar?event_id=178135&include_contexts=course_82920)	12am
Mon Nov 24, 2025	📄 **Week 5 Overview**	to do: 11:59pm
Wed Nov 26, 2025	📅 **Follow up Responses due to Research Presentations Discussions** (https://canvas.pointloma.edu/calendar?event_id=178136&include_contexts=course_82920)	12am
	🗨 **WK5	Workshop Proposal Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238464) ♿	due by 11:59pm
Sun Nov 30, 2025	📅 **Responses due for Family Input Discussion** (https://canvas.pointloma.edu/calendar?event_id=178144&include_contexts=course_82920)	12am
	📅 **Responses due for Research Presentations Discussion** (https://canvas.pointloma.edu/calendar?event_id=178151&include_contexts=course_82920)	12am
Mon Dec 1, 2025	📄 **Week 6 Overview**	to do: 11:59pm
	📝 **WK6	Lecture** (https://canvas.pointloma.edu/courses/82920/assignments/1238482) ♿	due by 11:59pm

Date	Details	Due
	📅 **Follow up Responses due for Research Presentations Discussion** (https://canvas.pointloma.edu/calendar?event_id=178143&include_contexts=course_82920)	12am
Wed Dec 3, 2025	🚀 **WK6	Critical Reflection - Family Strengths	Normative Stressors	Types of Families** (https://canvas.pointloma.edu/courses/82920/assignments/1238453) ⬡	due by 11:59pm
	💬 **WK6	Family Input Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238464) ⬡	due by 11:59pm
	💬 **WK6	Research Presentations Immigrant & Refugee Families Group Discussion** (https://canvas.pointloma.edu/courses/82920/assignments/1238472) ⬡	due by 11:59pm
Fri Dec 5, 2025	🚀 **WK6	Chapter 11 Quiz** (https://canvas.pointloma.edu/courses/82920/assignments/1238454) ⬡	due by 11:59pm
Mon Dec 8, 2025	📝 **WK7	Communication Strategies Group Assignment** (https://canvas.pointloma.edu/courses/82920/assignments/1238484) ⬡	due by 11:59pm
	📝 **WK7	Lecture** (https://canvas.pointloma.edu/courses/82920/assignments/1238485) ⬡	due by 11:59pm
	📝 **WK8	Lecture** (https://canvas.pointloma.edu/courses/82920/assignments/1238490) ⬡	due by 11:59pm
	📄 **Week 7 Overview**	to do: 11:59pm

Date	Details	Due
Tue Dec 9, 2025	📝 **WK7 | Parent Education Resource Rough Draft & Peer Review** (https://canvas.pointloma.edu/courses/82920/assignments/1238486)	due by 11:59pm
Wed Dec 10, 2025	📝 **WK7 | Home Visits Reflection** (https://canvas.pointloma.edu/courses/82920/assignments/1238483)	due by 11:59pm
Fri Dec 12, 2025	🚀 **WK7 | Chapters 12 & 13 Quiz** (https://canvas.pointloma.edu/courses/82920/assignments/1238450)	due by 11:59pm
Sun Dec 14, 2025	📅 **Responses due for Home Visits Discussion** (https://canvas.pointloma.edu/calendar?event_id=178145&include_contexts=course_82920)	12am
Mon Dec 15, 2025	📄 **Week 8 Overview**	to do: 11:59pm
Wed Dec 17, 2025	💬 **WK8 | Discussion: Parent Education Workshop (Presentation Video + Resource)** (https://canvas.pointloma.edu/courses/82920/assignments/1238462)	due by 11:59pm
	📝 **WK8 | Final Project: Parent Education RESOURCE** (https://canvas.pointloma.edu/courses/82920/assignments/1238488)	due by 11:59pm
	📝 **WK8 | Final Project: Parent Education WORKSHOP Presentation Video** (https://canvas.pointloma.edu/courses/82920/assignments/1238489)	due by 11:59pm
Fri Dec 19, 2025	📝 **WK8 | End-of-Course Evaluation** (https://canvas.pointloma.edu/courses/82920/assignments/1238487)	due by 11:59pm

Date	Details	Due
Sun Dec 21, 2025	📅 **Responses due for Parent Education Workshop Discussion** (https://canvas.pointloma.edu/calendar?event_id=178146&include_contexts=course_82920)	12am
	🚀 **CDV3063 Final Exam** (https://canvas.pointloma.edu/courses/82920/assignments/1238459) due by 11:59pm	
	📝 **Research Presentation** (https://canvas.pointloma.edu/courses/82920/assignments/1238475)	