Course Syllabus

| ✎ Edit |

Accelerated Undergraduate Studies | BA in Child Development

CDV3053 Development of Children with Exceptionalities

3 Units

Spring 2026 Quad 1

January 12 - March 8

Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

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

Instructor: Jessica Salinas

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Phone:

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 expression of 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 is the study of developmental stages and strategies of guiding children and adolescents with special needs. A wide variety of childrens' exceptionalities including autism spectrum disorders, giftedness, physical challenges, learning disabilities, and behavior disorders will be covered. This course will examine the role of the adults influencing the child's social, emotional, intellectual, and physical growth. Family system theories and educational methods, environments, and programs are explored as they relate to the special needs child's developmental stages. Observation, field experiences, and visitations to community educational facilities are required.

Course Learning Outcomes

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

1. Identify and describe the common physical, mental, social and emotional disabilities and developmental dysfunctions. [PLO 1]
2. Recognize environmental influences on children with special needs. [PLO 1]
3. Describe the varying assessments available to determine special needs. [PLO 1]
4. Investigate services and programs available for children with special needs. [PLO 1 & 2]
5. Evaluate the effects of family systems and cultural patterns on children with disabilities. [PLO 2]
6. Analyze the role of educators and parents in full inclusion. [PLO 2]
7. Identify community programs, resources and agencies available for students and families. [PLO 2]
8. Assess academic strengths and weaknesses, perceptual characteristics and preferred learning styles of persons with disabilities. [PLO 1 & 2]

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 Goal

The goal of the Bachelor of Arts degree program in Child Development (BA-CDV) is to provide students the opportunity to complete a quality college degree via a schedule and format specially designed to meet their unique needs. This curriculum will help support student development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

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 evidencebased 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 3: Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

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.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

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

- Hardman, M., Egan, M.W., & Drew, C. (2016). Human Exceptionality: School, Community, and Family (12th ed.). Cengage Learning

- All additional resources are provided in the course.

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 150 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

Category	Hours
Online Discussions	28.5 hours
Assignments	38 hours
Fieldwork	6 hours
Required Reading	26.5 hours
Final Research Paper	13 hours

Quizzes	5 hours
Total	**117 hours**

Assessment and Grading

Graded Components

Quizzes and Discussions: Each week, students will complete quizzes related to the week's readings and participate in online discussions with classmates. These discussions are in addition to the interactive dialogue that occurs in the traditional classroom setting. **Quizzes represent 10% of the overall course grade. Discussions represent 15% of the overall course grade.**

Fieldwork: Fieldwork is represented by completing one interview in the field and attending a parent education meeting. These two will be documented and shared with your classmates. **Fieldwork represents 15% of the overall course grade.**

Assignments: In addition to a grade for attendance, there are several written assignments due in this course. These assignments must reflect college-level writing and critical thinking and will include group projects. **Assignments represent 25% of the overall course grade.**

Final Project: The research paper and a parent and family resource manual and training project for this course serve as an opportunity for you to demonstrate your knowledge of the course learning outcomes. The research project will be required to address a series of questions using peer-reviewed journals. **The Final Project represents 30% of the overall course grade. Failure to complete any of these assignments will result in a failing grade in the course, regardless of the overall score from other assignment submissions.**

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	Percentage of Total Grade
Quizzes	**10%**
Discussions	**15%**

Fieldwork	**15%**
Assignments	**25%**
Attendance	**5%**
Final Project	**30%**
TOTAL:	**100%**

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 (https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=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 outside 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 a bias incident regarding language, you can find more information on reporting and resources at **www.pointloma.edu/bias** (http://www.pointloma.edu/bias) .

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.

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 their 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/4H8KTZ4BOaY)** and take time now to explore!

- **Grammarly** (https://my.pointloma.edu/pages/writing-center-gps) : 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 Jan 12, 2026	🚀 **Academic Honesty Verification Statement** (https://canvas.pointloma.edu/courses/85536/assignments/1254153)	due by 11:59pm
	📄 **WK1 | Overview**	to do: 11:59pm
	📄 ⭐ **Important Course Information**	to do: 11:59pm
Wed Jan 14, 2026	💬 **WK1 | Finding God in Daily Disability Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254157)	due by 11:59pm
	💬 **WK1 | Introduction Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254160)	due by 11:59pm
Sun Jan 18, 2026	🚀 **WK1 | Course Exploration** (https://canvas.pointloma.edu/courses/85536/assignments/1254149)	due by 11:59pm
Tue Jan 20, 2026	📄 **WK2 | Overview**	to do: 11:59pm
Wed Jan 21, 2026	💬 **WK2 | Group Discussion: IDEA vs. 504/ADA** (https://canvas.pointloma.edu/courses/85536/assignments/1254159)	due by 11:59pm

Date	Details	Due
	💬 **WK2 | The Challenge of Inclusion Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254161)	due by 11:59pm
Fri Jan 23, 2026	🚀 **WK2 | Quiz 1 - Chapters 1 & 2** (https://canvas.pointloma.edu/courses/85536/assignments/1254146)	due by 11:59pm
Sun Jan 25, 2026	📝 **WK2 | IRIS Challenge: What Do You See? Perceptions of Disability** (https://canvas.pointloma.edu/courses/85536/assignments/1254166)	due by 11:59pm
	📝 **WK2 | Research Paper - Getting Started** (https://canvas.pointloma.edu/courses/85536/assignments/1254167)	due by 11:59pm
	📝 **WK2 | Video and Reflective Journal - Labeling** (https://canvas.pointloma.edu/courses/85536/assignments/1254168)	due by 11:59pm
Mon Jan 26, 2026	📄 **WK3 | Overview**	to do: 11:59pm
Wed Jan 28, 2026	💬 **WK3 | Immunization Debate Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254162)	due by 11:59pm
Fri Jan 30, 2026	🚀 **WK3 | Quiz - Chapters 3 & 4** (https://canvas.pointloma.edu/courses/85536/assignments/1254147)	due by 11:59pm
	📝 **WK3 | Inclusion, Collaboration, and Transition Planning Group Assignment** (https://canvas.pointloma.edu/courses/85536/assignments/1254169)	due by 11:59pm
Sun Feb 1, 2026	📝 **WK3 | Media Review** (https://canvas.pointloma.edu/courses/85536/assignments/1254170)	due by 11:59pm
	📝 **WK3 | Video and Reflective Journal - Transition Story** (https://canvas.pointloma.edu/courses/85536/assignments/1254171)	due by 11:59pm
Mon Feb 2, 2026	📄 **WK4 | Overview**	to do: 11:59pm

Date	Details	Due
Wed Feb 4, 2026	🗨 [WK4 | Cultural Competency Discussion (https://canvas.pointloma.edu/courses/85536/assignments/1254163)](https://canvas.pointloma.edu/courses/85536/assignments/1254163)	due by 11:59pm
Fri Feb 6, 2026	🚀 [WK4 | Quiz - Chapters 5 & 6 (https://canvas.pointloma.edu/courses/85536/assignments/1254151)](https://canvas.pointloma.edu/courses/85536/assignments/1254151)	due by 11:59pm
Sun Feb 8, 2026	📝 [WK4 | Cultural Diversity and Families Group Assignment (https://canvas.pointloma.edu/courses/85536/assignments/1254172)](https://canvas.pointloma.edu/courses/85536/assignments/1254172)	due by 11:59pm
	📝 [WK4 | Research Paper Rough Draft Review (https://canvas.pointloma.edu/courses/85536/assignments/1254173)](https://canvas.pointloma.edu/courses/85536/assignments/1254173)	due by 11:59pm
	📝 [WK4 | Video and Reflective Journal - The Hank Family (https://canvas.pointloma.edu/courses/85536/assignments/1254174)](https://canvas.pointloma.edu/courses/85536/assignments/1254174)	due by 11:59pm
Mon Feb 9, 2026	📄 [WK5 | Overview](#)	to do: 11:59pm
Fri Feb 13, 2026	📝 [WK5 | Interview Assignment (https://canvas.pointloma.edu/courses/85536/assignments/1254176)](https://canvas.pointloma.edu/courses/85536/assignments/1254176)	due by 11:59pm
	🗨 [WK5 | Interview Share Out Discussion (https://canvas.pointloma.edu/courses/85536/assignments/1254158)](https://canvas.pointloma.edu/courses/85536/assignments/1254158)	due by 11:59pm
	🚀 [WK5 | Quiz - Chapters 7 & 8 (https://canvas.pointloma.edu/courses/85536/assignments/1254154)](https://canvas.pointloma.edu/courses/85536/assignments/1254154)	due by 11:59pm
Sun Feb 15, 2026	📝 [WK5 | Emotional/Behavioral Disorders Group Assignment (https://canvas.pointloma.edu/courses/85536/assignments/1254175)](https://canvas.pointloma.edu/courses/85536/assignments/1254175)	due by 11:59pm
	📝 [WK5 | Video and Reflective Journal - Learning Disabilities and Sensory Integration (https://canvas.pointloma.edu/courses/85536/assignments/1254177)](https://canvas.pointloma.edu/courses/85536/assignments/1254177)	due by 11:59pm
Mon Feb 16, 2026	📄 [WK6 | Overview](#)	to do: 11:59pm

Date	Details	Due
Wed Feb 18, 2026	🗨 **WK6 | Parent Education Video - Family Activity for Children with Disabilities** (https://canvas.pointloma.edu/courses/85536/assignments/1254156)	due by 11:59pm
Fri Feb 20, 2026	🚀 **WK6 | Quiz - Chapters 9 & 10** (https://canvas.pointloma.edu/courses/85536/assignments/1254152)	due by 11:59pm
Sun Feb 22, 2026	📝 **WK6 | Disabilities and Communication Disorders Group Assignment** (https://canvas.pointloma.edu/courses/85536/assignments/1254178)	due by 11:59pm
	📝 **WK6 | Final Research Paper** (https://canvas.pointloma.edu/courses/85536/assignments/1254179)	due by 11:59pm
	📝 **WK6 | Video and Reflective Journal - Physical Disabilities & Health Impairments** (https://canvas.pointloma.edu/courses/85536/assignments/1254180)	due by 11:59pm
Mon Feb 23, 2026	📄 **WK7 | "What is Autism?" Videos**	to do: 11:59pm
	📄 **WK7 | Overview**	to do: 11:59pm
Wed Feb 25, 2026	🗨 **WK7 | The Spectrum is Wide Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254164)	due by 11:59pm
Fri Feb 27, 2026	🚀 **WK7 | Quiz - Chapters 11 & 12** (https://canvas.pointloma.edu/courses/85536/assignments/1254155)	due by 11:59pm
Sun Mar 1, 2026	📝 **WK7 | Disability Podcast** (https://canvas.pointloma.edu/courses/85536/assignments/1254182)	due by 11:59pm
	📝 **WK7 | Parent Education Meeting** (https://canvas.pointloma.edu/courses/85536/assignments/1254183)	due by 11:59pm
	📝 **WK7 | Autism, Severe, and Multiple Disabilities Group**	due by 11:59pm

Date	Details	Due

	Assignment (https://canvas.pointloma.edu/courses/85536/assignments/1254181)	
	📝 **WK7	Video and Reflective Journal - Autism** (https://canvas.pointloma.edu/courses/85536/assignments/1254184)	due by 11:59pm
Mon Mar 2, 2026	📄 **WK8	Overview**	to do: 11:59pm
Wed Mar 4, 2026	📝 **WK8	Parent and Family Resource Manual Project - Turnitin Submission & Reflection** (https://canvas.pointloma.edu/courses/85536/assignments/1254188)	due by 11:59pm
	📝 **WK8	Parent and Family Resource Training Presentation** (https://canvas.pointloma.edu/courses/85536/assignments/1254189)	due by 11:59pm
	💬 **WK8	Vision and Hearing Discussion** (https://canvas.pointloma.edu/courses/85536/assignments/1254165)	due by 11:59pm
Fri Mar 6, 2026	🚀 **WK8	Quiz - Chapters 13, 14 & 15** (https://canvas.pointloma.edu/courses/85536/assignments/1254150)	due by 11:59pm
Sun Mar 8, 2026	📝 **WK8	Auditory Impairments, Vision Impairments, and Other Health Disorders Group Assignment** (https://canvas.pointloma.edu/courses/85536/assignments/1254185)	due by 11:59pm
	📝 **WK8	End-of-Course Evaluation** (https://canvas.pointloma.edu/courses/85536/assignments/1254186)	due by 11:59pm
	📝 **WK8	Parent and Family Resource Manual Project** (https://canvas.pointloma.edu/courses/85536/assignments/1254187)	due by 11:59pm
	📝 **Assignments and Examples PowerPoint** (https://canvas.pointloma.edu/courses/85536/assignments/1263461)	