

**Course Outline of Record**

1. Course Code: ECE-012
2.
  - a. Long Course Title: Child, Family & Community
  - b. Short Course Title: CHILD/FAMILY/COMMUN
3.
  - a. Catalog Course Description:
 

An examination of the developing child in a societal context focusing on the interrelationship of family, school, and community. Emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families
  - b. Class Schedule Course Description:
 

This course studies the family and the importance of family involvement for the success of the school experience.
  - c. Semester Cycle (if applicable): every semester
  - d. Name of Approved Program(s):
    - CHILD AND ADOLESCENT DEVELOPMENT Associate in Arts for Transfer Degree (AA-T)
    - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
    - EARLY CHILDHOOD EDUCATION Associate in Science for Transfer Degree (AS-T)
    - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
    - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
    - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00      Total Semester Hrs: 54.00  
 Lecture Units: 3      Semester Lecture Hrs: 54.00  
 Lab Units: 0      Semester Lab Hrs: 0  
 Class Size Maximum: 30      Allow Audit: No  
 Repeatability No Repeats Allowed  
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
 

*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*

 Advisory: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. Gestwicki, C (2015). Home, School, and Community Relations (9th or most rec/e). Boston, MA Cengage learning .  
 College Level: Yes  
 Flesch-Kincaid reading level: N/A
7. Entrance Skills: *Before entering the course students must be able:*
  - a. Explain the major approaches to the study of human development.
    - ECE 010 - Examine and discuss major theories of child development.
    - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
  - b. Identify, describe, and apply major concepts and principles of human development through conception to six years of age.
    - ECE 010 - Examine and discuss major theories of child development.
    - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
    - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
    - ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental

process.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

c. Identify and discuss major issues in the study of human development.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

d. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

e. Apply the concepts and principles of human development to personal and professional situations

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

f. Complete observations of infants, toddlers and preschool children.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

8. Course Content and Scope:

Lecture:

1. Major current and historical theoretical frameworks of socialization
2. Interrelatedness of family, school and community as agents of socialization.
3. The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics
4. Diverse family structures, parenting styles and values
5. Teachers' and caregivers' influences on children and families
6. Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
7. Factors contributing to resiliency in children
8. The influence of adults' personal experience and family history on relationships with children and families
9. The role of group childcare and early schooling
10. The teacher's role in researching the needs and family contexts of dual language learners, in particular
11. Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support
12. Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.
13. Contemporary issues and their effect on children and families
14. Stereotypes, biases and assumptions and their effect upon the family, the culture and the professional community
15. Appropriate and effective communication strategies for working with diverse and special needs populations
16. At risk children and families and related community resources
17. Advocacy strategies to influence public policy on behalf of children and families.
18. Legal requirements and ethical responsibilities of professionals working with children and families.

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.

Describe socialization of the child focusing on the interrelationship family, school, and community.

2.

Identify the educational, political, and socioeconomic impacts on children and families.

3.

Describe strategies that empower families and encourage family involvement in children's development.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- b. Discuss theories about the role of family, school and community in the process of socialization
- c. Examine the role of family in the process of socialization
- d. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth
- e. Examine the impact of change and transitions upon children and family dynamics
- f. Examine the role of childcare and schooling in the process of socialization
- g. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- h. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.

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- i. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families.
- j. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
- k. Identify early childhood practices that support all children and families.
- l. Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.
- m. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.
- n. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.
- o. Investigate advocacy strategies to influence public policy on behalf of children and families.
- p. Develop advocacy strategies to affect public attitudes and policy.
- q. Explore one's own family history and examine how it affects relationships with children and families.

### 11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Activity
- b. Collaborative/Team
- c. Demonstration, Repetition/Practice
- d. Discussion
- e. Distance Education
- f. Journal
- g. Lecture
- h. Role Playing

### 12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

#### a. In-class Assignments

1. Student classroom presentations
2. Journal entries
3. Role playing
4. Group work
5. Activities

#### b. Out-of-class Assignments

1. Student projects
2. Reading of text and supplementary handout materials
3. Essays and case studies
4. Library research
5. Visiting classrooms for observation
6. Visiting local family resource centers

### 13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Guided/unguided journals
- Term or research papers
- Presentations/student demonstration observations  
Presentations on Community Agencies for families
- Group activity participation/observation  
Parent engagement activities
- Product/project development evaluation

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Education boards

- Student participation/contribution
- Case study analysis

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C5 – Personal Growth and Development

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

Participate in teams to make decisions and seek consensus.

PO - Career and Technical Education

Fulfill the requirements for an entry- level position in their field.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

Exhibit effective written, oral communication and interpersonal skills.

IO - Global Citizenship - Ethical Behavior

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	215	Child, Family and Community	2011-12

17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees: NONE  Required Material?

**Material or Item**

**Cost Per Unit**

**Total Cost**

19. Provide Reasons for the Substantial Modifications or New Course:

2-year periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*

b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000336623

b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: A = Transfer to UC & CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Possibly Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: *N/A*

j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

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m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): CHILD AND ADOLESCENT DEVELOPMENT,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR

*Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)*

23. Enrollment - Estimate Enrollment

First Year: 175

Third Year: 175

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene Origination Date 09/19/17