

Cerro Coso College

# Course Outline of Record Report

02/15/2022

## CHDVC104 : Child, Family, and Community

### General Information

Author:	<ul style="list-style-type: none"> <li>Tyrone Ledford</li> <li>Fuller, Elisabeth</li> <li>Baker, Vivian</li> </ul>
Course Code (CB01) :	CHDVC104
Course Title (CB02) :	Child, Family, and Community
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000280903
Curriculum Committee Approval Date:	05/03/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/23/2014
Course Description:	This course examines the processes of socialization focusing on the interrelationship of family, school, and community, and the influence of multiple societal contexts. Students explore the role of collaboration between family, community, and schools in supporting children's development, from birth through adolescence. Students are required to observe children in a group setting.
Submission Type:	Change to Content New Course Materials
	This course is CAP aligned and the CAP outline was revised March 2021. The course is being revised early to address the changes including revised outcomes, objectives, and topical outline.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Child Development/Early Childhood Education</li> </ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<ul style="list-style-type: none"> <li>• Letter Grade Methods</li> </ul> <b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b> No value	<b>Retake Policy Description</b> Type: Non-Repeatable Credit	<input type="checkbox"/> Allow Students To Audit Course
<b>Course Support Course Status (CB26)</b> Course is not a support course		

<b>Associated Programs</b>		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
CC Liberal Arts: Social & Behavioral Sciences	A.A. Degree Major	Summer 2018 to Fall 2020
CC Child Development Associate Teacher-	Certificate of Achievement	Spring 2018
CC Child Development Teacher	Certificate of Achievement	Summer 2018
CC Associate in Science in Early Childhood Education for Transfer Degree	A.S. Degree for Transfer	Spring 2018
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Child Development Master Teacher Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2022
CC Child Development Master Teacher-	Certificate of Achievement	Summer 2018
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020 to Spring 2022
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2022

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

Y

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

Area	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.

**CSU General Education Certification**

Area	Categories	Status	Approval Date	Comparable Course
Area D.7	Social Sciences Interdisciplinary Social or Behavioral Science	Approved	No value	C-ID: CHDV 110

**Intersegmental General Education Transfer Curriculum**

Area	Categories	Status	Approval Date	Comparable Course
Area 4.G	Social and Behavioral Sciences Interdisciplinary Social & Behavioral Sciences	Approved	No value	C-ID: CHDV 110

**C-ID**

C-ID	Categories	Status	Approval Date	Comparable Course
Child Development	C-ID discipline	Pending	No value	No Comparable Course defined.

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Credit - Degree Applicable

#### Course Non Credit Category (CB22)

Credit Course.

#### Non-Credit Characteristic

No Value

#### Course Classification Status (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

#### Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

**Total** 54

#### Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

**Total** 108

### Time Commitment Notes for Students

No value

## Faculty Load

Extra Duties: 0

Faculty Load: 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC101 - Freshman Composition

In CHDV C104 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C104 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. ENGL C101 ensures that students are able to compose a formal research paper from multiple sources including finding, evaluating, organizing, and synthesizing college-level reading materials and to construct a detailed outline and annotated bibliography that projects the structure of the research paper and reflects the extent of their literature search and the relevance of the sources chosen. ENGL C101 prepares students to use the corrected proof of their outline to draft a research paper that is properly formatted and written in clear, grammatically correct prose.

#### Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.

### AND

### Advisory

#### LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

#### Outcomes

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

## Entrance Skills

Entrance Skills	Description
No value	No value



## Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, outside readings, and videos.
Methods of Instruction	Case Study
Rationale	A case study is provided for students to showcase their knowledge of course material.
Methods of Instruction	Discussion
Rationale	Students participate in weekly discussions related to child, family, and community, with a focus on socialization as educators.
Methods of Instruction	In-class writing
Rationale	Instructor provides writing assignments for students to reflect on course readings and material.
Methods of Instruction	Informational Interviews
Rationale	Students conduct a parent interview to apply their knowledge and course information to child, family, and community. Assignments: Analysis of observations and interviews of adults. For example, after interviewing adults, analyze their answers for evidence of socializing agents, socioeconomic factors, diverse family structures, parenting styles, and values. How do these adults compare to theories studied?

### Assignments

**Reading assignments, handouts and text readings that expand and enhance lecture topics. For example, after a chapter reader, students will write a chapter reflection to gather what they learned from the chapter.**

**Classic and contemporary research studies that relate to specific topics**

**Writing assignments that relate observations in child development to current theory**

**Text reflections**

**Analysis of observations and interviews of adults. For example, after interviewing adults, analyze their answers for evidence of socializing agents, socioeconomic factors, and diverse family structures, parenting styles and values. How do these adults compare to theories studied?**

**Socialization Report - student writes a guided essay relating biographical history to socializing agents**



**Methods of Evaluation****Rationale**

Research Paper

Community Resource file - students collect information about family support services in their community.

Analysis of Primary Sources

Analysis of popular writings in the field of child development.

Project

Socialization Report -student writes a guided essay relating biographical history to socializing agents

Other

Analysis of observations and interviews of adults.

For example, after interviewing adults, analyze their answers for evidence of socializing agents, socioeconomic factors, and diverse family structures, parenting styles and values.

Distance Education Description: how outcomes are evaluated

The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

**Equipment**

No Value

**Textbooks****Author****Title****Publisher****Date****ISBN**

Scully, P., Stites, M.L., Roberts-King, H., Babour, C.H.

Families, Schools, and Communities: Building Partnerships for Educating Children, 7th Edition

Pearson

2019

**Other Instructional Materials****Description**

Child, Family &amp; Community

**Author**

Laff, R., &amp; Ruiz, W.

**Citation**

Laff, R., &amp; Ruiz, W. (2019) Child, Family &amp; Community. ISBN: 2818440012914 Other materials- note this is an example of additional outside readings.

**Materials Fee**

No

**Learning Outcomes and Objectives****Course Objectives**

Identify how the child develops within a system and is influenced by multiple factors of socialization including the educational, political, and socioeconomic impacts on children and families.

Compare historical and current theoretical frameworks of socialization.

Describe contemporary social issues and their effects on families and children.

Compare and contrast diverse family characteristics and perspectives of children and families.

Evaluate the impact of one's own experiences on their relationships with children, families, and the community.

Describe legal requirements and ethical responsibilities of professionals working with all children and families.

Identify community resources and strategies that support children and families to create positive home relationships with children's families.

Compare and contrast educational systems and practices, including strategies for family engagement.

## CSLOs

### Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and community.

Expected SLO Performance: 70.0

*Child Development*  
Child Development  
Associate Teacher Certificate  
of Achievement

1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100, C102, C104, and C106.

2. Identify one's own values, experiences, and philosophies and how they guide and inform practices. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100 and C104.

*Child Development*  
Child Development Teacher  
Certificate of Achievement

2. Identify one's own values, experiences, and philosophies and how they guide and inform practice.

1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.

*Child Development*  
CC Associate in Science in  
Early Childhood Education  
for Transfer Degree

Identify one's own values, experiences, and philosophies and how they guide and inform practice.

Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.

*ISLOs*  
Core ISLOs

Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

### Identify community resources to support children and their families.

Expected SLO Performance: 70.0

*Child Development*  
Child Development  
Associate Teacher Certificate  
of Achievement

1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100, C102, C104, and C106.

2. Identify one's own values, experiences, and philosophies and how they guide and inform practices. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100 and C104.

<i>Social Science</i> PLOs for CSU GE COA	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
<i>Social Science</i> IGETC PLOs	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
<i>Child Development</i> CC Associate in Science in Early Childhood Education for Transfer Degree	Identify one's own values, experiences, and philosophies and how they guide and inform practice.  Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.
<i>Social Science</i> Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
<i>Child Development</i> Child Development Teacher Certificate of Achievement	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.  2. Identify one's own values, experiences, and philosophies and how they guide and inform practice.

**Describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging.**

Expected SLO Performance: 70.0

<i>Child Development</i> CC Associate in Science in Early Childhood Education for Transfer Degree	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.
<i>Child Development</i> Child Development Associate Teacher Certificate of Achievement	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100, C102, C104, and C106.
<i>ISLOs</i> Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly
<i>Child Development</i> Child Development Teacher Certificate of Achievement	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.

## Outline

### Course Outline

1. Theoretical Frameworks of Socialization
2. Interrelationship of Family, School, and Community as Agents of Socialization
3. Influences on Socialization
  - a. Family
    - i. Family characteristics
    - ii. Parenting styles
    - iii. Culture
    - iv. Tradition
    - v. Values

- vi. Socio-economic status
  - vii. Factors contributing to resiliency
  - viii. Language
  - b. School and Education
    - i. School Systems
      - 1. Types of schooling
      - 2. Educational practices
      - 3. School and family partnerships
      - 4. Socioeconomic variations
    - ii. Teachers and Caregivers
      - 1. Influence of teachers' personal experiences, biases, and perspectives
      - 2. Legal requirements and ethical responsibilities
      - 3. Relationships with families
      - 4. Guidance and discipline strategies
      - 5. Classroom community
        - a. Peer relationships
        - b. Environments
      - 6. Impact of factors outside the classroom on children's well-being
  - c. Community
    - i. Influences of the community as a social force
      - 1. Neighborhoods
      - 2. Demographics
      - 3. Infrastructure
      - 4. Collaboration and partnerships
    - ii. Resources, services, and referral systems
      - 1. Homelessness
      - 2. Trauma
      - 3. Abuse
      - 4. Foster care/child welfare
      - 5. Incarceration
      - 6. Medically fragile
4. Impact of Contemporary Social Issues Such As:
- a. Stereotypes
  - b. Age
  - c. Gender
  - d. Ability
  - e. Language
  - f. Culture
  - g. Media and technology

- h. Racial identity
  - i. Political context
  - j. Public policy
  - k. Ethnicity
  - l. Socio-economic status
5. Strategies for Engaging and Supporting Families
- a. Effective communication
  - b. Home-School partnerships
  - c. Advocacy strategies to influence policy on behalf of children and families
  - d. Supporting families to create positive relationships at home

### Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid and iTV) of this course are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in licensed or license-exempt programs programs in their community.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- E-mail

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508 (tel:877-382-3508). Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours