# Cerro Coso College Course Outline of Record Report 10/13/2021

# CHDVC104 : Child, Family, and Community

General Information	
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Course Code (CB01) :	CHDVC104
Course Title (CB02) :	Child, Family, and Community
Department:	Child Development
Proposal Start:	Spring 2019
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 is an examination of the developing child in a societal context focusing on the interrelationship of family, school, and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Students are required to observe children in a group setting.
Submission Type:	Change to Content
	This revision includes changes to the objectives, SLOs, and outline to align with the latest CAP (California Community Colleges ECE Curriculum Alignment Project) document.
Author:	No value

# **Faculty Minimum Qualifications**

Master Discipline Preferred:		
Alternate Master Discipline Preferred:		
Bachelors or Associates Discipline Preferred:		
Additional Bachelors or Associates Discipline Preferred:		

# Child Development/Early Childhood Education

No value No value

No value

# **Course Development Options**

#### Basic Skills Status (CB08)

Course is not a basic skills course.

#### Course Special Class Status (CB13)

Course is not a special class.

## Grade Options

• Letter Grade Methods

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Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	<b>Course Prior To College Level (CB21)</b> Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Type: Non-Repeatable Credit	Allow Students To Audit Course
Course Support Course Status (CB26) No value		

**Associated Programs** 

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
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022
CC Child Development Master Teacher- (In Development)	Certificate of Achievement	Fall 2022
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer	Certificate of Achievement	Fall 2020

Curriculum Certificate of Achievement

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree A.A. Degree Major

Fall 2020

Transferability & Gen. Ed	d. Options			
Course General Education Statu	s (CB25)			
No value				
Transferability			Transferability Statu	JS
Transferable to both UC and CSU			Approved	
Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.
CSU General Education Certification	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	Categories	Status	Approval Date	Comparable Course
Area 4.G	Social and Behavioral Sciences Interdisciplinary Social & Behavioral Sciences	Approved	No value	C-ID: CHDV 110

# Units and Hours

Summary	1
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Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Faculty Load

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Funding Agency Category (CB23)

Not Applicable.

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

## Weekly Student Hours

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

0

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

**Course Student Hours** 

Cooperative Work Experience Education

Status (CB10)

## **Time Commitment Notes for Students**

No value

# **Faculty Load**

Extra Duties: 0

Faculty Load: 0

# Units and Hours - Weekly Specialty Hours

Activity Name	Туре	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	Audiovisual
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Field Trip
	No value
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Guest Lecturers
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Informational Interviews
Rationale	No value
Nationale	
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Job Shadowing
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Library
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value
Methods of Instruction	Peer-to-peer instruction
Rationale	No value
Methods of Instruction	Presentations (by students)
Rationale	No value
Methods of Instruction	Problem Solving
Rationale	Field trip
Methods of Instruction	Project-based learning
Rationale	No value
Methods of Instruction	Skills Development and Performance
Rationale	No value
Methods of Instruction	Other

### Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics

Classic and contemporary research studies that relate to specific topics

Writing assignments that relate observations in child development to current theory

Text reflections

**Exams and quizzes** 

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 Community Resource File - students gather information about family support services in their community.

Methods of Evaluation	Rationale
Tests	Exams and quizzes
Project	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
Project	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?
Distance Education Description: how outcomes are evaluated	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.

### Equipment

No Value

Textbooks Author	Title	Publisher	Date	ISBN
Scully, P., Stites, M. L., Roberts- King, H., Barbour, C. H.	Families, schools, and communities: Partnerships for educating children (7th)	Pearson	2018	9780134747361
Other Instructional Materials				
Description Author	Other: Professional jo	urnal articles as assign	ned	
Citation	Child, Family, and Cor	nmunity		

**Materials Fee** 

# Learning Outcomes and Objectives

**Course Objectives** 

Identify how the child develops within a system and is influenced by multiple factors of socialization.

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 parenting styles.

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.

# CSLOs

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

Expected SLO Performance: 70.0

Child Development	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth,
Child Development Teacher	development, and learning.
Certificate of Achievement	
Child Development	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth,
Child Development	development, and learning. Assessment: This PLO will be assessed by aggregating related SLO assessment data gathered from th
Associate Teacher Certificate	following courses: CHDV C100, C102, C104, and C106.
of Achievement	
Child Development	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning
CC Associate in Science in	environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children,
Early Childhood Education	families, and early learning professionals.
for Transfer Degree	

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

Expected SLO Performance: 70.0

Child Development	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth,
Child Development Teacher	development, and learning.
Certificate of Achievement	

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.
Child Development CC Associate in Science in Early Childhood Education for Transfer Degree	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.

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

Expected SLO Performance: 70.0

<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.
<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.
Child Development CC Associate in Science in Early Childhood Education for Transfer Degree	Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.
<i>ISLOs</i> Core ISLOs	Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

# Outline

### **Course Outline**

- 1. Theoretical frameworks of socialization
  - 1. Ecological Systems Theory
  - 2. Bioecological Theory of Development
  - 3. Contemporary Ecology
- 2. Interrelationship of family, school, and community as agents of socialization
- 3. Influences on socialization
  - 1. Family
    - 1. Characteristics
    - 2. Parenting styles
    - 3. Culture
    - 4. Tradition
    - 5. Values
  - 2. School and educational systems
    - 1. Early care and education
    - 2 Influence of one's own personal experience on relationships with children and families
    - 3. Legal requirements and ethical responsibilities
  - 3. Community
    - 1. Community agencies and referral systems
    - 2. Accessing specialized services and support for families and children
    - 3. Collaboration and partnerships
- 4. Impact of contemporary social issues and risk factors such as stereotypes, age , gender, ability, language, culture, racial identity and ethnicity, and socio-economic status
- 5. Strategies for empowering families
  - 1. Communication
    - 2. Partnerships
    - 3. Advocacy

## **Delivery Methods and Distance Education**

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 2 Face Online Hybrid Interactive

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?

All assignments in distance education courses (online, hybrid, and iTV) of CHDV C104 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 licensed-exempt programs in their communities.

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual student work.

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, iTV.

Student-Student contact will include discussion forums. Student-Student contact MAY include: chat/zoom, newsgroup, phone, iTV.

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?

Standard college hardware required for students - Basic Requirements for all online courses, as defined by the CC Online Class Checklist

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.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the program accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

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.

Hybrid Max of 45 total iTV 20/site not to exceed 45. Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.