ECE R106: CHILD, FAMILY AND COMMUNITY

Originator
pmendez

College
Oxnard College

Discipline (CB01A)
ECE - Early Childhood Education

Course Number (CB01B)
R106

Course Title (CB02)
Child, Family and Community

Banner/Short Title
Child, Family and Community

Credit Type
Credit

Start Term
Fall 2021

Formerly
CD R106

Catalog Course Description
This course introduces the process of socialization focusing on the interrelationship of family, school, and community. The course will also examine the influence of multiple societal contexts and explore the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. C-ID: CDEV 110.

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Students may visit community programs/agencies that support the well being of children (i.e., WIC, Social Security, Tri-Counies, Social Services, Interface, Cal-Works)

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105.0
Maximum Outside-of-Class Hours
105.0

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Explain socialization of the child focusing on the interrelationship of family, culture, teachers, and the community.
2	Describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging.
3	Identify community resources to support children and their families.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Compare historical and current theoretical frameworks of socialization.
2	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.
3	compare and contrast diverse family characteristics and perspectives of children and families.
4	Evaluate the impact of one's own experiences on their relationships with children, families, and the community.
5	Describe the legal requirements and ethical responsibilities of professionals working with all children and families.
6	Compare and contrast educational systems and practices.
7	Describe contemporary social issues and their effects on families and children.
8	Identify community resources and strategies that support children and families to create positive home relationships with children's families.

Course Content

Lecture/Course Content
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. Partnership with families
        4. Guidance and discipline strategies
        5. classroom community
          a. Peer relationships
          b. Environment
        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 Partnership
    c. Advocacy strategies to influence policy on behalf of children and families
    d. Supporting families to create positive relationships at home

Laboratory or Activity Content
None (this is not a lab course)

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Essays
Group projects
Individual projects
Oral analysis/critiques
Objective exams
Oral presentations
Problem-solving exams
Quizzes
Role playing
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:
1. Instructor will lead small-group projects.
2. Students will engage in discussion with the class and/or small groups.
3. Instructor will lead lectures on the process of socialization focusing on the interrelationship of family, school, and community.
4. Instructor will lead examples during lecture with the support of PowerPoint Slides, videos,and invite guest speakers.
5. Instructor will conduct exams that cover course material.

Representative Course Assignments

Writing Assignments
1. Answers to questions at the end of each chapter as assigned by instructor, e.g. What are some strategies for teachers to involve families in learning?
2. Critique of one/several article(s) provided by instructor. The student must state what ideas presented in the article can be relevant to their work with families.
3. Written report of what student learned about the presentation of guest speakers.
4. Written information from the interview with parents regarding parenting issues.
5. Written research done regarding a family type, e.g. foster parents, single parents, homeless families, children and poverty.
6. Written research in regards to agencies who support families, e.g. WIC, Social Services, Housing, Cal-Works, TRI-Counties, Substance Abuse, Cal-Fresh.

Critical Thinking Assignments
1. Instructor will lead scenarios for students to analyze what types of program(s) in the community may support the child/family with any particular needs (i.e., Scenario: Your are a kindergarten teacher. A student's mother comes to pick her child and drive him home. From her slurred speech and clumsy movements, you suspect that she has been drinking heavily).
2. Critique of one/several article(s) provided by instructor. The student must state what ideas presented in the article can be relevant to their work with families.

3. Written research in regards to agencies who support families, e.g. WIC, Social Services, Housing, Cal-Works, TRI-Counties, Substance Abuse, Cal-Fresh.
4. Written research done regarding a family type, e.g. foster parents, single parents, homeless families, children and poverty.
5. Participate in class and small-group discussions analyzing family situations and programs that may support them.
6. Analyze community programs and their services.

Reading Assignments

1. Read weekly one chapter of the Bern's book, e.g., "Ecology of the Family".
2. Read two articles provided by the instructor, e.g., "Connections" by The California Association for the Education of Young Children and/or "Young Children" by The Journal of the National Association for the Education of Young Children.
3. Read scenarios provided by professor.

Other assignments (if applicable)

1. Identify a community agency and invite someone to speak to the class.
2. Prepare questions and information that can be shared with parents during a parent conference.
3. In small groups, read and discuss scenarios of possible family conflict and how to address them.
4. Discussions after video viewing or writing analysis.
5. Written research in regards to agencies who support families, e.g. WIC, Social Services, Housing, Cal-Works, TRI-Counties, Substance Abuse, Cal-Fresh.

Outside Assignments

Representative Outside Assignments

1. Critique of one/several article(s) provided by instructor. The student must state what ideas presented in the article can be relevant to their work with families.
2. Read two articles provided by the instructor, e.g., "Connections" by The California Association for the Education of Young Children and/or "Young Children" by The Journal of the National Association for the Education of Young Children.
3. Read articles provided by the instructor, e.g., "Connections" by The California Association for the Education of Young Children and/or "Young Children" by The Journal of the National Association for the Education of Young Children.
4. Read weekly one chapter of the Bern's book, e.g., "Ecology of the Family".
5. Written research done regarding a family type, e.g. foster parents, single parents, homeless families, children and poverty.
6. Written research in regards to agencies who support families, e.g. WIC, Social Services, Housing, Cal-Works, TRI-Counties, Substance Abuse, Cal-Fresh.

Articulation

C-ID Descriptor Number
CDEV 110

Status
Approved

Comparable Courses within the VCCCD
CD V61 - Child, Family and Community

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
Yes

Description
Gonzalez-Mena Janet (2017) Child, Family, School, and Community: Family Ceneterd Early Care and Education 7th. edition. New Jersey PEARSON

Library Resources

Sufficient Library Resources exist
No

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of face to face class.
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards, assignments and quizzes.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, regular discussions and/or other collaborative tools, such as zoom/google docs.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of face to face class.
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards, assignments and quizzes.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, regular discussions and/or other collaborative tools, such as zoom/google docs.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards, assignments and quizzes.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, regular discussions and/or other collaborative tools, such as zoom/google docs.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications
EarlyChildhood Education

Review and Approval Dates

Department Chair
09/02/2020

Dean
09/02/2020

Technical Review
09/23/2020

Curriculum Committee
09/23/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000556727

DOE/accreditation approval date
MM/DD/YYYY