



One College Drive, Blythe CA 92225  
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| Course Control Number: CCC000517751 |                      |                   |
|-------------------------------------|----------------------|-------------------|
| Course Outline Approval Dates       |                      |                   |
| Modality                            | Curriculum Committee | Board of Trustees |
| Face-to-face                        | 5/23/19              | 6/11/19           |
| Correspondence Ed.                  | 5/23/19              | 6/11/19           |
| Distance Ed.                        | 5/23/19              | 6/11/19           |

### COURSE OUTLINE OF RECORD

#### Course Information

|   |  |  |  |
|---|--|--|--|
| Course Initiator: Dr. Bruce Wallace               |  |  |  |
| CB01 - Subject and Course #: CHD 102              |  |  |  |
| CB02 - Course Title: Child, Family and Community  |  |  |  |
| New Course: <input type="checkbox"/>              |  | Non-Substantial: <input checked="" type="checkbox"/>             |  |
|   |  | Substantial: <input type="checkbox"/>                            |  |
| Articulation Request: <input type="checkbox"/> UC |  | <input checked="" type="checkbox"/> CSU                          |  |
|   |  | <input type="checkbox"/> CSU-GE                                  |  |
|   |  | <input type="checkbox"/> IGETC                                   |  |
| Lecture Hours: 54                                 |  | Laboratory Hours:  |  |
|   |  | Clinical/Field Hours:  |  |
| CB06/CB07: Course Units: 3.0                      |  |  |  |
| Prerequisites:                                    |  |  |  |
| Co-requisites:                                    |  |  |  |
| Advisories:                                       |  |  |  |
|   |  |  |  |
| CB03 - TOP Code:                                  |  | 1305.00 - Child Development/Early Care and Education             |  |
| CB04 - Credit Status:                             |  | D - Credit - Degree Applicable                                   |  |
| CB05 - Transfer Status:                           |  | A - Transferable to both UC and CSU                              |  |
| CB08 - Basic Skills Status:                       |  | N - Course is not a basic skills course                          |  |
| CB09 - SAM Priority Code:                         |  | C - Clearly Occupational   |  |
| CB10 - Cooperative Work:                          |  | N - Is not part of Cooperative Work Experience Education Program |  |
| CB11 - Course Classification:                     |  | Y - Credit Course  |  |
| CB13 - Approved Special:                          |  | N - Course is not a special class                                |  |
| CB21 - Prior Transfer Level:                      |  | Y - Not Applicable   |  |
| CB22 - Noncredit Category:                        |  | Y - Credit Course  |  |
| CB23 - Funding Agency:                            |  | Y - Not Applicable   |  |
| CB24- Program Status:                             |  | 1 - Program Applicable   |  |
| Transfer Request:                                 |  | A= UC and CSU  |  |

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

## **JUSTIFICATION OF NEED:**

This course is required for the A.S. Degree in Child Development

This course is a State of California Commission On Teacher Credentialing licensing requirement.

This course is transferable to CSU.

## **CATALOG DESCRIPTION:**

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 will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. (formerly CHD 125)

## **COURSE OBJECTIVES:**

1. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
2. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
3. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
4. Critically assess community support services and agencies that are available to community and families.
5. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

## **STUDENT LEARNING OUTCOMES:**

1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.

## **A. COURSE OUTLINE AND SCOPE**

### **1. Outline of topics or content:**

- Major current and historical theoretical frameworks of socialization
- Interrelatedness of family, school and community as agents of socialization
- The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics
- Diverse family structures, parenting styles and values
- Teachers' and caregivers' influences on children and families
- Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
- Factors contributing to resiliency in children
- The influence of adults' personal experience and family history on relationships with children and families
- The role of group childcare and early schooling
- The teacher's role in researching the needs and family contexts of dual language learners, in particular
- 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
- Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.
- Contemporary issues and their effect on children and families
- Stereotypes, biases and assumptions and their effect upon the family, the culture and the professional community
- Appropriate and effective communication strategies for working with diverse and special needs populations
- At risk children and families and related community resources
- Advocacy strategies to influence public policy on behalf of children and families.
- Legal requirements and ethical responsibilities of professionals working with children and families

**2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:**

**3. Examples of reading assignments:**

1. Assigned and optional textbooks
  - a. Burns, Roberta, Child, Family, Community: Socialization and Support. 5th ed. Harcourt Brace, 2001
  - b. Gonzalez-Mena, Janet, The Child in the Family and the Community. 3rd ed. Meril Prentice Hall, 2002
2. Professional journals
  - a. Readings in Marriages and Family
  - b. Readings in Human Development
3. Internet sites
  - a. www.ffcd.org
  - c. www.naccp.org

**4. Examples of writing assignments:**

1. A report detailing the student's experiences, observations and assessments gathered while performing community service at a local family and/or children's social services agency
2. A Parent Newsletter designed to foster positive child development and socialization through child-family-school/child care facility interaction
3. A research paper dealing with contemporary demographic, economic, social and cultural trends, issues and problems that affect children and families

**5. Appropriate assignments to be completed outside of class:**

1. Reading and writing assignments related to human development, child socialization, contemporary family life and community services that support the family
2. Community service at a local social services agency that specialize in bilingual and multicultural programs for children and families
3. Observational visits to a variety of local social service agencies that can be used to refer parents to when requested
4. Preparation for in-class topical panels dealing with such topics as the development of gender roles, methods of socialization and/or identifying and supporting children with special needs

**6. Appropriate assignments that demonstrate critical thinking:**

1. Evaluate social service agencies in terms of the facilities themselves as well as the services that they provide to support and strengthen families in a culturally pluralistic society
2. Apply child development and socialization principles to child rearing practices in institutional settings
3. Compare and contrast the wide variety of cultures present in San Diego County
4. Analyze current journal and periodical articles related to children, families and community collaboration

**7. Other assignments (if applicable):**

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center or other approved center in the community to observe and document one of the course objectives as assigned by the instructor, or other assignment as approved by instructor.

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Check if Section B is not applicable

**B. FACE-TO-FACE COURSE SECTIONS:**

**Face-to-face education**

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

**1. Describe the methods of instruction:**

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

**2. Describe the methods of evaluating of student performance.**

1. Performance on in class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on out of class writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
  - a. Objective and essay examinations
  - b. Critiques of specific reading assignments
  - c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on in-class group projects
6. Class attendance and participation

**3. Describe how the confidentiality of the student's work and grades will be maintained.**

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

**4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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Check if Section C is not applicable

**C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)**

**Correspondence education**

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

**Hybrid correspondence education**

is the combination of correspondence and face-to-face interaction between instructor and student.

**1. Describe the methods of instruction.**

Instructional materials, including readings, assignments, background materials, tests and quizzes may be delivered in traditional written form or posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students in writing or via the Internet.

## **2. Describe the methods of evaluating student performance.**

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
  - a. Objective and essay examinations
  - b. Critiques of specific reading assignments
  - c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation in written form

## **3. Describe how regular, effective contact between the instructor and a student is maintained.**

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

## **4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

## **5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.**

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

## **6. Describe how the confidentiality of the student's work and grades will be maintained.**

Reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

## **7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

## **8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

The students may use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests or manually write assignments and tests on paper and return them to the instructor through the mail.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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Check if Section D is not applicable

## **D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)**

### **Online education**

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

### **Interactive television (ITV)**

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

### **Hybrid instruction**

is a combination of face-to-face instruction and online instruction.

## **1. Describe the methods of instruction.**

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-to-face instruction in a traditional classroom. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

ITV: Instruction is conducted synchronously on closed-circuit television. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

## **2. Describe the methods of evaluating of student performance.**

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
  - a. Objective and essay examinations
  - b. Critiques of specific reading assignments
  - c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation

## **3. Describe how regular, effective contact between the instructor and a student is maintained.**

Online education: Regular, effective contact shall include exams; quizzes; essays; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

Hybrid: Contact is maintained via online modes and through face-to-face contact in the form of study and discussion sessions between instructor and students at the same place at the same time.

ITV: Contact is maintained through discussions between students and instructor via ITV, as well as email, letters, notes, phone calls, and other communication methods.

## **4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

Consistent with policy elements listed in the ACCJC’s “Policy on Distance Education and on Correspondence Education,” the College verifies the identity of a student who participates in class or coursework by using and the College’s discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student’s identification.

**5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.**

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

**6. Describe how the confidentiality of the student’s work and grades will be maintained.**

Reasonable efforts to protect the confidentiality of students’ grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

**7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

**8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

The students are required to use a computer with internet and e-mail and be able to access the college “bridge” to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College’s Disabled Students’ Programs and Services (DSP&S) department if they believe they have a learning disability.

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**E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:**

**List author, title, and current publication date of all representative materials.**

Gestwicki, Carol; Home, School and Community Relations, 9th Ed., 2016, Wadsworth/Cengage

**SIGNATURES**

**COURSE INITIATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DIVISION CHAIR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LIBRARY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CHAIR OF CURRICULUM COMMITTEE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SUPERINTENDENT/PRESIDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_