

CHLDV142 : Child, Family, And Community

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneOwens, DeborahStonis, Michelle
Course Code (CB01) :	CHLDV142
Course Title (CB02) :	Child, Family, And Community
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000125504
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 142 examines the developing child in a societal context focusing on the interrelationship of family, school, and community with an emphasis on historical and socio-cultural factors. The course highlights processes of socialization and identity development, showing the importance of respectful, reciprocal relationships that support and empower families.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	Biancheri, Mary Jane
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
CDEV	Child Development	Approved	08/25/2014	CDEV 110 - Child Family and Community

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Denied	08/28/2023	No Comparable Course defined.
E-Lifelong Learning and Self-Development	Lifelong Learning and Self-Development	Denied	08/28/2023	

Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 4: Social and Behavioral Sciences	Social and Behavioral Sciences	Pending	No value	No Comparable Course defined.

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (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
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

CHLDV135 - Child Growth And Development (in-development)

Objectives

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children's development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications**Methods of Instruction**

Methods of Instruction	Lecture
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Methods of Instruction	Discussion
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Out of Class Assignments

- Observations (e.g., attend a community event relevant to the course content such as school board meetings, parent meetings etc.; write an analysis of your experience connecting it to ecology of the community)
- Group projects (e.g., Parent/Community Meeting - with peers, identify an area of interest or an issue of concern, research the topic, plan and present a meeting to address the area/issue to the class)
- Final project (e.g., Resource Guide Assignment - identify 10 agencies, services and/or educational opportunities available to families with children 0-18 years designed to support growth and development)

Methods of Evaluation**Rationale**

Exam/Quiz/Test

Final examination

In-Class Writing Assignment

Evaluation of reflective writing (e.g., students connect "The Spirit Catches You" to course material)

Project/Portfolio	Evaluation of small group project work (e.g., small-group discussion of school-to-prison pipeline)
In-Class Writing Assignment	Evaluation of case studies (e.g., students read and evaluate specific examples of children and their families)

Textbook Rationale

The Fadiman text is seminal work in the field. It is a unique example without rival for students to examine and analyze when the systems in a child's life are not communicating effectively.

Textbooks

Author	Title	Publisher	Date	ISBN
Fadiman, Ann	The Spirit Catches You and You Fall Down	Farrar, Strauss, Giroux	2012	9780374533403

Other Instructional Materials (i.e. OER, handouts)

Description	Child, Family, and Community OER Book
Author	Laff, Rebecca; Ruiz, Wendy
Citation	2019
Online Resource(s)	https://www.merlot.org/merlot/viewMaterial.htm?id=773310433 (https://glendale.elumenapp.com/elumen/page?actionMethod=to&page=%2Fjsp%2Fworkflow%2FworkflowWithChanges%2FworkflowWithChanges.jsp&jsonObjectid=4546fc41-5aa3-47fa-8e99-b2a185cf9dd01686004947010&viewType=outline&fromUrl=https%3A%2F%2Fglendale.elumenapp.com%2Felumen%2Ftray%3FactionClass%3Dvieworg%26processType%3Dnavigate%26review-filters#)

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Analyze theories of socialization that address the interrelationship of child, family and community.

Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

Critically assess community support services and agencies that are available to community and families.

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.

SLOs

Describe socialization of the child focusing on the interrelationship of family, school, and community. Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
SOC 5 Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment
	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
SOC Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
SOC Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	understand and value the importance and complex characteristics of children's families and communities
<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
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<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Infant/Toddler	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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	understand and value the importance and complex characteristics of children's families and communities
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	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
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<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
Identify the educational, political, and socioeconomic impacts on children and families. Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>SOC 5</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment
	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
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<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
Analyze strategies that empower families and encourage family involvement in children's development. Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.
	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective
<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

CHLDV
Master Teacher

articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

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CHLDV
School-Age Care

articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

understand and value the importance and complex characteristics of children's families and communities

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use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

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CHLDV
Infant/Toddler

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CHLDV
Teacher (Preschool)

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CHLDV
Site Supervisor

understand and value the importance and complex characteristics of children's families and communities

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Course Content

Lecture Content

Major Current and Historical Theoretical Frameworks of Socialization (3 hours)

Interrelatedness of Family, School and Community as Agents of Socialization (2 hours)

The Role of Family (6 hours)

- Values, traditions
- Modes of interaction, rules, conventions
- Responsibilities
- Transitions
- Family dynamics

Diverse Family Structures, Parenting Styles and Values (2 hours)

Teachers' and Caregivers' Influences on Children and Families (3 hours)

Identify Community Agencies (4 hours)

- Referral systems
- Procedures
- Availability of specialized services and support for families and children

Factors Contributing to Resiliency in Children (3 hours)

The Influence of Adults' Personal Experience and Family History (3 hours)

The Role of Group Childcare and Early Schooling (9 hours)

- Teacher's role in researching needs

- Family contexts of dual language learners in particular
- Challenges and benefits of early childhood practices
- Creating partnerships
- Sharing knowledge and expertise
- Two-way communication
- Sharing power and decision making
- Acknowledging and respecting diversity
- Creating networks of support

Socioeconomic Factors that Impact Children and Families (2 hours)

- Work and childcare,
- Single parent families,
- Poverty, incarceration, health, etc.

Contemporary Issues and Their Effect on Children and Families (5 hours)

Stereotypes, Biases and Assumptions and Their Effect (3 hours)

Appropriate and Effective Communication Strategies with Diverse Populations (3 hours)

Advocacy Strategies to Influence Public Policy on Behalf of Children and Families (3 hours)

Legal Requirements and Ethical Responsibilities (3 hours)

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value