

CFS-140: THE CHILD, FAMILY AND COMMUNITY

Effective Term

Fall 2024

CC Approval

03/15/2024

AS Approval

04/09/2024

BOT Approval

04/18/2024

SECTION A - Course Data Elements

Send Workflow to Initiator

No

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

140

Department

Child and Family Studies & Education (CFS)

Division

Career Education and Workforce Development (CEWD)

Full Course Title

The Child, Family and Community

Short Title

The Child, Family and Comm

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

C - Clearly Occupational

Rationale

To align with CAP

SECTION B - Course Description

Catalog Course Description

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Describe 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, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies.
7. Describe contemporary social issues and their effects on families and children.
8. Identify community resources to support young children's learning and development and to support families' needs.

Course Content

1. Theoretical Frameworks of Socialization Interrelationship of Family, School, and Community as Agents of Socialization 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
 5. Institutional policies that perpetuate systemic racism
 - 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. Housing and food insecurity
 2. Trauma
 3. Abuse
 4. Foster care/child welfare
 5. Incarceration
 6. Medically Fragile
- 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
- 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
 - a.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Lectures using presentation slides, films, and other modalities for visual learners.
Group Work	Hands-on activities at workstations or discussion topics in small groups

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Exams (objective and essay) that demonstrate the student's ability to describe socialization processes and the impact of various factors on development.
Essays/Papers	Research papers, essays and group projects that demonstrate student's ability to use the media to identify a specific issue, evaluate available resources that currently help resolve that problem, and develop possible advocacy strategies to help eliminate the problem in the future.
Projects	Group projects and presentations on socialization topics
Other	A. Class participation and discussion B. Community Resource project C. Special reports

Assignments

Reading Assignments

Reading assignments are based on textbook reading or instructor generated handouts.

For example:

1. Read "Crushing Soft Rubies or Big Black Penis: Misadventures in Race and Masculinity" and answer a series of questions regarding the socialization of the main character.
2. Read an article related to communication styles and be prepared to discuss the diverse patterns and styles of communication in small groups.

Writing Assignments

1. Culture Group Project

For example: In small heterogeneous groups students will research and present information on a specific ethnic group with a focus on the groups experience in the United States, parenting patterns, social prejudices.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Taylor, Shawn

Title

Big Black Penis

Publisher

Chicago Review Press

Year

2008

Material Type

Textbook

Author

Brazelton, Berry & Greenspan, Stanley

Title

The Irreducible Needs of Children

Publisher

Da Capo Press

Year

2001

Material Type

Textbook

Author

Stickmon, Janet

Title

Crushing Soft Rubies

Publisher

Broken Shackle Publishing

Year

2014

ISBN #

9780975990810

Material Type

Textbook

Author

Roberta Burns and Stephanie White

Title

Child, Family, School, Community: Socialization

Publisher

Cengage Learning

Year

2022

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)**ASSIST Update**

No

CSU GE Approval Dates

CSU GE Area	Approval Date
CSU GE Area D: Social Sciences	F1996

IGETC Approval Dates

IGETC Area	Approval Date
IGETC Area 4: Social Sciences	F1996

C-ID Approval Dates

C-ID Descriptor	Approval Date
Approved for C-ID CDEV 110	11/21/2017

CB00 State ID

CCC000197548

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Reviewer Comments

Stacey Howard (showard) (Thu, 29 Feb 2024 03:46:08 GMT): Textbook or OER published within the last 7 years needs to be included for this course as both a course on the UC-TCA list and an IGETC-approved course.

Nicole Carrier (nicole.carrier) (Sat, 09 Mar 2024 00:44:25 GMT): Looks good! I think there's an apostrophe missing on the word groups at the end: In small heterogeneous groups students will research and present information on a specific ethnic group with a focus on the groups' experience in the United States, parenting patterns, and social prejudices.