

# CD M03H: HONORS: CHILD, FAMILY, AND COMMUNITY

## Originator

scoulter

## College

Moorpark College

## Attach Support Documentation (as needed)

child-family-and-community-worksheet-8-2021.docx

## Discipline (CB01A)

CD - Child Development

## Course Number (CB01B)

M03H

## Course Title (CB02)

Honors: Child, Family, and Community

## Banner/Short Title

Honors: Child, Family & Commun

## Credit Type

Credit

## Start Term

Fall 2023

## Catalog Course Description

Studies 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.

Course Credit Limitation: Credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of "C" or better. Moorpark College Honors Program requires a letter grade.

## 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**

Early childhood programs in the community pre-school; Resource and referral program in the County

**Grading method**

(L) 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

**Maximum Outside-of-Class Hours**

105

**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 | 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.  |
| 4 | develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity.                     |

**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.  |
| 9  | HONORS: read, summarize, and analyze child development research data as it pertains to child socialization.  |
| 10 | HONORS: compare and contrast current trends in developmental research with historical approaches to understanding child development.   |

11 HONORS: evaluate how influential experiments in child development can be applied to multiple areas of child behavior and socialization.

## Course Content

### Lecture/Course Content

- **20% - Theoretical frameworks of socialization**
- **20% - Interrelationship of family, school, and community as agents of socialization**
- **20% - Influences on Socialization**
  - Family
    - Family characteristics
    - Parenting styles
    - Culture
    - Tradition
    - Values
    - Socio-economic status
    - Factors contributing to resiliency
    - Language
  - School and Education
    - School Systems
      - Types of schooling
      - Educational practices
      - School and family partnerships
      - Socioeconomic variations
    - Teachers and Caregivers
      - Influence of teachers' personal experiences, biases, and perspectives
      - Legal requirements and ethical responsibilities
      - Relationships with families
      - Guidance and discipline strategies
      - Classroom community
        - Peer relationships
        - Environments
      - Impact of factors outside the classroom on children's well-being
  - Community
    - Influences of the community as a social force
      - Neighborhoods
      - Demographics
      - Infrastructure
      - Collaboration and partnerships
    - Resources, services, and referral systems
      - Homelessness
      - Trauma
      - Abuse
      - Foster care/child welfare
      - Incarceration
      - Medically fragile
- **20% - Impact of contemporary social issues such as:**
  - Stereotypes
  - Age
  - Gender
  - Ability
  - Language
  - Culture
  - Media and technology
  - Racial identity
  - Political context
  - Public policy

- Ethnicity
- Socio-economic status
- **20% - Strategies for engaging and supporting families**
  - Effective communication
  - Home-School Partnerships
  - Advocacy strategies to influence policy on behalf of children and families
  - Supporting families to create positive relationships at home
  - Ability
  - Language
  - Culture
  - Media and technology
  - Racial identity
  - Political context
  - Public policy
  - Ethnicity
  - Socio-economic status

### Laboratory or Activity Content

n/a

## 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  
Skills demonstrations

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  
Group projects  
Individual projects  
Objective exams  
Problem-solving exams  
Quizzes  
Reports/papers  
Research papers  
Role playing  
Simulations  
Skills demonstrations  
Other (specify)  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

### Other

Resource file  
Advocacy letters

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Case studies  
Class activities  
Class discussions  
Collaborative group work  
Computer-aided presentations  
Demonstrations  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis

Instructor-guided use of technology  
 Internet research  
 Lecture  
 Observation  
 Readings  
 Role-playing  
 Small group activities  
 Web-based presentations

**Describe specific examples of the methods the instructor will use:**

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

## Representative Course Assignments

### Writing Assignments

- Research papers on topics relating to child socialization, such as child abuse and neglect or the impact of media on children's developing sense of identity.
- Reflective writing on topics related to the development of the child within the family, school and community (e.g., attachment development, separation anxiety, and parenting).
- Advocacy letter(s) on topics related to the experience of children and families within the community.
- HONORS: Creation of a proposal for a possible research endeavor related to a major content area of the course.
- HONORS: Evaluation of Vivian Paley's *The Girl with the Brown Crayon* utilizing theoretical frameworks of socialization.

### Critical Thinking Assignments

- Personal reflection and analysis of the student's own socialization and its potential impact upon work with children and families.
- Critique of professional early childhood journal articles, assessing strengths and weaknesses of content and applicability to diverse early childhood settings.
- Case study analysis of situations requiring communication between teachers and families, such as child behavioral challenges over child-rearing practices.
- Children's book analysis/evaluation for developmental appropriateness and anti-bias content.
- HONORS: Analysis of films (e.g., *Precious Knowledge*, *The Whale Rider*, *In the Hive*) utilizing theoretical frameworks of socialization, focusing specifically upon topics of gender, class, culture, and/or age differences.
- HONORS: Critical analysis and written summary of the research methodology and/or theoretical perspective utilized as described and discussed in an article from a peer reviewed journal.

### Reading Assignments

- Read a current news article pertaining to course topics such as child abuse and neglect.
- Read a current news article pertaining to course topics such as the impact of media on children's developing sense of identity.
- HONORS: Compare and contrast Bronfenbrenner's approach with the perspective expressed by a current Child Development researcher to highlight similarities and differences and considerations for how sociology/human development theories have evolved over time.

### Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Present analysis of a current news article on a course topic.
- HONORS: Present analysis of a current Child Development journal article on a course topic.
- HONORS: Role-play a conversation between a teacher and an administrator.

## Outside Assignments

### Representative Outside Assignments

- Creation of a community resource portfolio which includes information on programs and services that support optimal child and family development.
- Current events report (issues related to children, families, and schools).
- Research papers on topics relating to child socialization, such as child abuse and neglect or the impact of media on children's developing sense of identity.
- HONORS: Written summary and critical analysis of the trends and patterns discussed in *Transforming the Workforce for Children Birth Through Age 8*, by the National Research Council.

- HONORS: Presentation at a research conference of student's empirical research together with a summary and analysis of data gathered from a developmental perspective.
- HONORS: Attendance at a presentation, workshop, webinar, or conference on a topic related to child socialization.
- HONORS: Identification of one area of the socialization process and creation of a children's story, game, or learning experience/ lesson plan that supports children's learning in this area.
- HONORS: Participation in a group project requiring collaborative research and data analysis.

## Articulation

### Equivalent Courses at 4 year institutions

| University            | Course ID | Course Title  | Units |
|-----------------------|-----------|---|-------|
| CSU Channel Islands   | ECS 221   | Child, Family and Community in California in the 21st Century | 3     |
| CSU Northridge        | CFS 234   | The Child in the Family and Community                         | 3     |
| San Diego State Univ. | CFD 272   | Child, Family, Community                                      | 3     |

### Comparable Courses within the VCCCD

CD M03 - Child, Family, and Community  
 CD V61 - Child, Family, and Community  
 ECE R106 - Child, Family and Community

### Equivalent Courses at other CCCs

| College                 | Course ID | Course Title                        | Units |
|-------------------------|-----------|-------------------------------------|-------|
| Mt. San Jacinto College | CDE 125H  | Honors Child, Family, and Community | 3     |

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

#### B2. Social and Behavioral Sciences

Approved

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

#### Course is CSU transferable

Yes

#### CSU Baccalaureate List effective term:

F1998

## 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**

D Social Sciences

Approved

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

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

### UC TCA

UC TCA

Approved

### IGETC

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

Area 4: Social and Behavioral Sciences

Approved

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

### Textbooks and Lab Manuals

**Resource Type**

Textbook

**Description**

White, Stephanie, and Roberta Berns. *Child, Family, School, Community: Socialization and Support*. 11th ed., Cengage, 2023.

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**Resource Type**

Textbook

**Description**

Gonzalez-Mena, Janet. *Child, Family, and Community: Family-Centered Early Care and Education*. 7th ed., Pearson, 2016.

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**Resource Type**

Textbook



**Description**

Laff, Rebecca, and Ruiz, Wendy. *Child, Family, and Community*. College of the Canyons. E-book, Open Textbook Library (College of the Canyons), 2019, <https://open.umn.edu/opentextbooks/textbooks/800> (<https://open.umn.edu/opentextbooks/textbooks/800/>). Accessed 29 Sept 2022.

**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

**Example of Assignments Requiring Library Resources**

Research for the creation of a literature review, research article critique, advocacy letter, community resource investigation paper, and current event analysis using the Library's print and online resources.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% 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:**

| <b>Method of Instruction</b>                          | <b>Document typical activities or assignments for each method of instruction</b>   |
|---|--|
| Asynchronous Dialog (e.g., discussion board)          | Discussion board original post and responses on various topics related to the course.  |
| E-mail  | Email to students with a current news event about research on early childhood curriculum.  |
| Face to Face (by student request; cannot be required) | Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.  |
| Synchronous Dialog (e.g., online chat)                | Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity.           |
| Video Conferencing                                    | Video conferencing with teachers to carry out planned curriculum experiences. Video conferencing with teachers to discuss assessment, reflection and feedback on experiences.  |
| Other DE (e.g., recorded lectures)                    | Recorded lecture of instructor explaining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children's optimal development and learning. |

|           |   |
|-----------|---|
| Telephone | Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours. |
|-----------|---|

**Hybrid (51%–99% online) Modality:**

| Method of Instruction                                 | Document typical activities or assignments for each method of instruction  |
|---|--|
| Asynchronous Dialog (e.g., discussion board)          | Discussion board original post and responses on various topics related to the course.  |
| E-mail  | Email to students with a current news event about research on early childhood curriculum.  |
| Face to Face (by student request; cannot be required) | Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.  |
| Synchronous Dialog (e.g., online chat)                | Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children’s learning and development by incorporating their interests and experiences and encouraging their curiosity.           |
| Video Conferencing                                    | Video conferencing with teachers to carry out planned curriculum experiences. Video conferencing with teachers to discuss assessment, reflection and feedback on experiences.  |
| Other DE (e.g., recorded lectures)                    | Recorded lecture of instructor explaining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children’s optimal development and learning. |
| Telephone   | Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.  |

**100% online Modality:**

| Method of Instruction                                 | Document typical activities or assignments for each method of instruction  |
|---|--|
| Asynchronous Dialog (e.g., discussion board)          | Discussion board original post and responses on various topics related to the course.  |
| E-mail  | Email to students with a current news event about research on early childhood curriculum.  |
| Face to Face (by student request; cannot be required) | Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.  |
| Synchronous Dialog (e.g., online chat)                | Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children’s learning and development by incorporating their interests and experiences and encouraging their curiosity.           |
| Video Conferencing                                    | Video conferencing with teachers to carry out planned curriculum experiences. Video conferencing with teachers to discuss assessment, reflection and feedback on experiences.  |
| Other DE (e.g., recorded lectures)                    | Recorded lecture of instructor explaining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children’s optimal development and learning. |
| Telephone   | Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.  |

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

CHILD DEV/ECE

**Review and Approval Dates**

**Department Chair**

09/01/2022

**Dean**

09/06/2022

**Technical Review**

09/29/2022

**Curriculum Committee**

10/04/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000587065

**DOE/accreditation approval date**

MM/DD/YYYY