

CDE A190: FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> OC Behavioral Science - AA (OD3) OC Life Skills - Theory - AA (OE1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> OCC Social/Behavioral Sci - AS (OSD)

Course Description

Examines the connections between the homes, schools, and communities in which children live. Explores historical, legal, social, political, and cultural influences affecting the development of children, pre-school through high school, educational access and equity. Introduces the various models and approaches for building meaningful partnerships with culturally and linguistically diverse families and communities. Formerly known as HMDV A190. Transfer Credit: CSU; UC. C-ID: CDEV 110.C-ID: CDEV 110.

Course Level Student Learning Outcome(s)

1. Analyze theories of socialization that address the interrelationship of family, school, and community.
2. Identify how educational, political, and socioeconomic factors directly impact the lives of children and families.
3. 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 their families.

Course Objectives

- 1. Identify the various systems and methods of socialization.
- 2. Explain the impact of the systems and methods of socialization on the development and education of children.
- 3. Define family and describe the various parenting styles, roles, and expectations in a manner that reflects respect for the parent as the child's primary teacher and advocate.
- 4. Describe the challenges facing families of diverse backgrounds and the internal and external stress factors that can place children or families at risk.

- 5. Compile a list of social, legal, and educational resources to maximize support for vulnerable children and families.
- 6. Articulate the differences between deficit and empowerment models of parent involvement.
- 7. Identify personal attitudes and effective strategies required for establishing and sustaining meaningful partnerships with parents of culturally and linguistically diverse families.
- 8. Examine past and current legislation and court decisions and analyze their role in shaping policies that impact children, their families, and their education.
- 9. Discuss the role of race, class, disability, and gender in the classroom and the impact of diverse learning styles and racial identity on learning.
- 10. Describe the advocacy roles and responsibilities of teacher.

Lecture Content

Systems/Agents of Socialization Examining Microsystems (Family, School, Peers, Community, and Media) and their impact on the development and education of children Examining Mesosystems (Home-School-Community interactions) and identifying strategies for building relationships and partnerships among them Identifying Exosystems (Lawmaking Bodies, Regulatory Agencies, Courts, Corporations and Non-Profit Organizations) and exploring the impact of laws, court decisions, government regulations, and non profit and for profit entities on child rearing and the education process Identifying Macrosystems (Economic Principles and Trends, the Constitution, Political Ideology, Cultural Heritage/Traditions and Religious Doctrine) and exploring their historical, political, economic, and cultural influences on the development and education of children Diverse Family Structures and Challenges Defining Family and identifying various organizational patterns, parenting roles, styles (Permissive, Authoritarian, Authoritative), and expectations Exploring characteristics of At Risk Children and Families (Socioeconomic status, Fragmentation of the Family, Linguistic and Racial Differences, Disabilities, and various Internal and External Stress Factors) Accessing social, legal, and educational Support Systems for vulnerable children and families Methods of Socialization as They Relate to Parenting Styles, School Curriculum, and Teaching Methods Exploring the challenges facing families and communities of diverse backgrounds and the various socialization methods Affective (Personal Attachment), Operant (Reinforcement, Shaping, Extinction, Punishment, and Feedback), Cognitive (Instructions, Experience, Reasons), Cultural (Tradition and Group Pressure) used in child rearing at home and at school Acknowledging Parents as their childre ns Primary Teachers and Advocates Cultivating attitudes and practices that foster the establishment of meaningful partnerships with these diverse families and communities Utilizing Empowerment rather than Deficit Models of interaction when building relationships with parents Teacher Roles and Responsibilities Regarding Educational Equity and Access Defining and discussing the importance of personal and professional Codes of Ethics Understanding the role of Race, Class, Disability and Gender in the classroom and the impact of Diverse Learning Styles and Racial Identity on learning Exploring Advocacy roles and responsibilities for teachers

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture on course content Small group discussion Instructor feedback on written article reviews Cooperative learning activities, such as carousel brainstorming and jigsaw to explore course topics Large group exploration of course topics Student debates about controversial topics Informative videos and video demonstrations Student field research project presentations

Reading Assignments

weekly reading assignments in textbook and given articles. 3 hours per week

Writing Assignments

Students will participate in weekly group learning experiences that will offer opportunities to read, record, and orally share information related to the course topics Students will reflect upon the information covered in the lectures, readings, discussions, and activities, and write in a discussion board about: New information learned New questions raised Changes in beliefs, attitudes or perceptions Personal plan of action Students will complete a bioecological model including current factors (laws, regulations, court decisions, cultural traditions, political, economic, and social trends) affecting the development and education of children today. They will also analyze how these factors have influenced their own socialization. Students will explore parent education and family support resources. Students will present the project to the class and design and duplicate an information handout to distribute to every student for compiling a resource notebook. Students will research the current state of childcare and analyze how the government affects children and families within the school system. They will pose a possible solution or strategy for improvement. 10 hours per week

Out-of-class Assignments

community resource assignment, bioecological model, final essay research, media analysis. 3 hours per week

Demonstration of Critical Thinking

written reflection, discussion boards, group participation, socialization circle, final essay research

Required Writing, Problem Solving, Skills Demonstration

Students will participate in weekly group learning experiences that will offer opportunities to read, record, and orally share information related to the course topics Students will reflect upon the information covered in the lectures, readings, discussions, and activities, and write in a discussion board about: new information learned, new questions raised, changes in beliefs, attitudes or perceptions, personal plan of action Students will complete a bioecological model including current factors (laws, regulations, court decisions, cultural traditions, political, economic, and social trends) affecting the development and education of children today. They will also analyze how these factors have influenced their own socialization. Students will explore parent education and family support resources. Students will present the project to the class and design and duplicate an information handout to distribute to every student for compiling a resource notebook. Students will research the current state of childcare and analyze how the government affects children and families. Students will propose a possible solution and plan for improvement.

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home

economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Berns, R.. Child, Family, School, Community: Socialization and Support, 10 ed. Cengage Learning, 2016 Rationale: The Berns textbook has been changed to optional and will be utilized by the instructors as a resource. An OER has been selected as the most recent textbook. 2. Required Laff, R. Ruiz, W. Child, Family, Community, ed. Open Educational Resource, 2020