EDUC G180: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

Item	Value
Curriculum Committee Approval Date	05/03/2022
Top Code	080200 - Educational Aide (Teacher Assistant)
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)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D3 Ethnic Studies (D3)

Course Description

This course will introduce students interested in a teaching-related career to psychosocial development and interrelationships of family, school, and community resources. The course will focus on socialization development theories and collaborative practices to support child development with families and communities of diverse backgrounds. The course includes 10 hours of arranged fieldwork/observations aligned with students' areas of interest. ADVISORY: ENGL C1000 or ENGL C1000E. Transfer Credit: CSU; UC. C-ID: CDEV 110.**C-ID:** CDEV 110.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Describe theories, concepts, and related research findings (including psychosocial, cultural, and environmental influences) on development.
3. Describe legislative, case, and media advocacy strategies to promote child and family well-being.
4. Develop reciprocal relationships with educational stakeholders to support family and community involvement within a school/classroom setting.
5. Employ strategies/activities to promote a positive learning and social environment and encourage respectful inclusion/participation of students with diverse abilities and backgrounds.

Course Objectives

• 1. Use theories of socialization to interpret the intersectionality of child, family, school, and community associated with child psychosocial development.
• 2. Describe how families socialize children and how peers, schools, the workplace, government, and mass media influence the socialization of children.
• 3. Define and describe culture, and explore ones own values, beliefs, and attitudes in culture.
• 4. Explore how different parenting styles impact children and their families.
• 5. Discuss the role of gender, race, class, and ability as social constructs.
• 6. Examine authentic situational scenarios/school stories and apply theories of socialization in response.
• 7. Describe ways programs and teachers can facilitate trusting relationships with families.
• 8. Define ways for programs to empower families.
• 9. Defend the importance of recognizing families as having the primary role in childrens lives and the importance of relationships between early childhood programs and families.
• 10. Identify considerations for developing positive goal-oriented relationships and implications of applying relationships-based practices.
• 11. Identify ones personal biases and how those biases can affect mutual respect, trust, and relationship building.
• 12. Complete 10 hours of observations in a local school classroom with each session/group of sessions focused on particular aspects of the course content that students will reflect upon within the authentic setting in response to given prompts/areas of foci.
• 13. Produce elements of an electronic portfolio that meet the Teacher Performance Expectation (TPE) standards 1, 2, 4, and 6.

Lecture Content

Theoretical frameworks of socialization and psychosocial development Bioecological Model/Human Ecology Theory (Bronfenbrenner); Interrelationships of family, school, and community - Microsystem, Mesosystem, Exosystem, Macrosystem, Chronosystem Family System Theory Functionalism Conflict Theory Symbolic Interactionism Psychological Perspectives - Sigmund Freud, Erik Erikson, Jean Piaget, Lev Vygotsky Agents of socialization Family Define family and diverse family characteristics, influences of family members, influences of parental roles, styles, and expectations Influences of ethnic culture, tradition, values, and practices Influences of social class/socioeconomic status and biological sex on how parents socialize their children Peers Influences of friendships and peer pressure School/child care Influences of "hidden curriculum" School/classroom culture influenced by educational leaders/classroom teachers own experiences Influences of (government) legal requirements, policies (credentialing, educational permit requirements, ethical responsibilities and policies) Community Influences of socialization in the workplace/workplace environment Influences of (gov) legal requirements, policies (i.e., in US, being an adult typically means being 18 years of age, senior at age 65; individuals are socialized into a new category) Influences of mass media Community cultures (material culture, nonmaterial culture their intersectionality, community culture practices, values and beliefs) Influences of contemporary social trends and issues Gender Family forms Parenting styles Divorce Abuse Adop tion School curriculum and teaching methods, equity and access Strategies or building and maintaining positive relationships with families and to foster empowerment Communication Structured programs (to foster relationship building, positive goal-oriented relationships, community resources) Implications on family, school, and community Fieldwork Ten (10) hours of focused fieldwork in a public K12 school/classroom. (~1.6 hours for each observation). Focused on: Survey of diverse student populations Gender and ethnic equity Inclusion of students with special needs Attend an IEP or 504 meeting Attend Parent/Teacher conferences or parent-included meeting

(School Site Council, Student Study Team, etc.) Collaboration and parent partnership plan CA Commission on Teacher Credentialing California Teaching Performance Expectations (TPE) alignment: TPE 1 - Engaging and supporting all students in learning, Standards 1-6 TPE 2 - Creating and maintaining effective environments for student learning, Standards 1-6 TPE 4 - Planning instruction and designing learning experiences for all students, Standards 1-2, 4-7 TPE 6 - Developing as a professional educator, Standards 1-7 Teacher electronic-portolio

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Field Experience (90)

Instructional Techniques

Lecture or Flipped Classroom Design, lecture materials, discussion F2F and online, partner/small group collaboration and cooperationReflective journal writing/video with the application of theories and research within authentic settingsUniversal Design for Learning strategies, including offering student choice or representation, engagement, action, and expression of content

Reading Assignments

Textbook readings as assigned Supplemental readings, including articles, multimedia, and other resources assigned

Writing Assignments

Analytical writing on theories and research Reflective writing applying theories and research within authentic settings Develop preliminary action plan for student success using Epsteins Six Types of Involvement guidelines

Out-of-class Assignments

Fieldwork observation Preliminary action plan for student success

Demonstration of Critical Thinking

Develop an action plan or student success using Epsteins Six Types of Involvement guidelines appropriate for an authentic learning situation. Fieldwork reflections Small group activities/exercises designed for students to engage in communication, collaboration, critical thinking, and creativity.

Required Writing, Problem Solving, Skills Demonstration

Action plan for student success and self-evaluation Fieldwork reflections Discussions and written responses demonstrating critical analysis of concepts and theories, as well as responses to authentic situational scenarios and real-world situations observed in the field.

Eligible Disciplines

Education: Masters degree in education OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Laff, R., Ruiz, W. Child, family, and community, ed. OER Commons, 2019

Other Resources

1. Articles and resources provided in the course/learning management system 2. Instructor prepared materials