

Revised By: B. Roth
Reviewed By: M. Beasley
Reviewed By: S. Eveland
C & G Ed approval: May 13, 2013
Board approval: June 12, 2013
Text Update: Spring 2020

Early Care, Education and Family Studies (ECEP) 1531 The Child in Family/Community Relationships (3 Units) (DS 2) CSU:UC
[formerly Early Childhood Education 1531; Early Childhood Education 6]

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. C-ID: CDEV 110

Type of Class/Course: Degree Credit

Text: Berger, Eugenia H., and Mari R. Riojas-Cortez. *Families as Partners in Education: Families and Schools Working Together (10th Edition)*. Pearson, 2019.

Gonzales-Mena, Janet. *Child, Family and Community: Family Centered Early Care and Education*. 5th ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2009. Print.

Additional Required_Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization,
2. discuss theories about the role of family, school and community in the process of socialization,
3. examine the role of family in the process of socialization,
4. compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth,
5. examine the impact of change and transitions upon children and family dynamics,
6. examine the role of childcare and schooling in the process of socialization,
7. explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty,
8. define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress,
9. investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families,

10. identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community,
11. identify early childhood practices that support all children and families,
12. demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources,
13. demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families,
14. demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations,
15. investigate advocacy strategies to influence public policy on behalf of children and families,
16. develop advocacy strategies to affect public attitude and policy,
17. explore one's own family history and examine how it affects one's relationships with children and families,
18. demonstrate critical thinking and college level writing skill, and
19. explain the importance of studying the child in the context of family and the community as part of vocational development.

Course Scope and Content:

Unit I Major Current and Historical Frameworks of Socialization

- A. Interrelatedness of Family, School and Community as Agents of Socialization
- B. Role of the Family
 1. values
 2. traditions
 3. modes of interaction
 4. transitions
 5. family dynamics

Unit II Diverse Family Structures

- A. Parenting Styles and Values
- B. Teachers' and Caregivers' Influences on Children and Families
- C. Stereotypes, Biases and Assumptions

Unit III Support for Families and Children

- A. Identify Community Agencies and Referral Systems
- B. Procedures and Availability of Specialized Services for Families and Children

Unit IV Resiliency in Children

- A. The Factors that Contribute to Resiliency
- B. The Influence of Adults' Personal Experience and Family History on Relationships

Unit V Group Childcare and Early Schooling

- A. The Teacher's Role in Researching Family Needs
- B. Challenges and Benefits of Early Childhood Practices that Support Children

- and Families
- C. The Benefits of Creating Partnerships, Sharing Knowledge, and Expertise
- D. Communication, Sharing Power and Decision Making
- E. Respecting Diversity

Unit VI Socioeconomic Factors

- A. The Impact of Families
- B. Factors: Work, Childcare, Single Parent Families, Poverty, Incarceration, Health, Urbanization and Mobility

Unit VII Contemporary Issues and their Effect on Children and Families

- A. Appropriate and Effective Communication Strategies for Working with Diverse and Special Needs Populations
- B. Community Resources
- C. Advocacy
- D. Strategies to Influence Public Policy and Behalf of Children and Families
- E. Legal Requirements and Ethical Responsibilities of Professionals Working with Children and Families

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Written work
5. Observation of or participation in an activity related to course content

Methods of Instruction:

1. Lecture
2. Films when available
3. Guest speakers
4. Observations of pre-school children in both family and classroom settings

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exams
 - b. reading reports
 - c. term or other papers
 - d. written homework
2. Problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
3. Skill demonstrations, including:
 - a. class performances



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- b. performance exams
- c. field work
- 4. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. true/false items
 - d. completion

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE