

Revised by: R. Roth
Reviewed by: S. Eveland
Date Reviewed: February 8, 2015
Text update: Spring 2020
C&GE Approved: March 9, 2015
Board Approved: April 8, 2015
Semester Effective: Spring 2016

Early Care, Education, and Family Studies (ECE) 1031 Introduction to the Child in Family/Community Relationships (3 Units) (DS2)
[formerly ECE 1031]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended.

Total Hours: 48 hours lecture

Catalog Description: This course is an examination of the developing child in a social context focusing on the interrelationship of family, school and community emphasizing 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. This is a general education course not open to students with credit in Early Care, Education and Family Studies 1531.

This is designed to be taken as an associate degree applicable/non transferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See www.childdevelopment.org for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

Type of Class/Course: Degree Applicable

Text: Gestwicki, Carol. *Home, School and Community*. 9th ed. Cengage. 2016

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. compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth,
4. examine the impact of change and transitions upon children and family dynamics,
5. examine the role of childcare and schooling in the process of socialization,
6. explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty,
7. define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress,

8. 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 knowledge of legal requirements and ethical responsibilities of professionals working with all children and families,
13. demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations,
14. investigate advocacy strategies to influence public policy on behalf of children and families,
15. develop advocacy strategies to affect public attitude and policy, and
16. explore one's own family history and examine how it affects one's relationships with children and families.

Course Scope and Content:

- Unit I Theoretical and Historical Frameworks
 - A. Family Systems Theory
 - B. Ecological Systems Theory
 - C. Sociocultural Theory

- Unit II Family Dynamics
 - A. Family, School and Community Relationships
 - B. Diverse family structures
 - C. Parenting Styles
 - D. Culture

- Unit III Family Support
 - A. Referral Agencies and Systems
 - B. Specialized Services
 - C. Community Resources

- Unit IV Challenges Families Face
 - A. Child Care
 - B. English as a Second Language
 - C. Stress
 - D. Socioeconomic Status and Poverty
 - E. Divorce and Single Parenting
 - F. Foster Care and Adoption
 - G. Birth and Death
 - H. Incarcerated Parents
 - I. Military Parents

- Unit V Benefits of Early Childhood
 - A. Education
 - B. Socialization
 - C. Family Resources and Networking
 - D. Diversity

- Unit VI Working with Families and Children
- A. Ethical and Professional Responsibilities
 - B. Communication Strategies
 - C. Various Programs
 - D. Advocacy and Policy

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. Computational or non-computational problem solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. field work
3. Skill demonstrations, including:
 - a. class performances
 - 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 and Education
SAM Priority Code:	D: Possibly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes