Application for Certification of a Course as a General Education Course

CTE SOCIAL SCIENCES CATEGORY

Applicant: Sharon Ota  Course Alpha and Number: FAMR 141
Course Title: Parenting

Instructions:

Explain how the learning taking place in this course (required course only) meets the hallmarks listed below for the Social Sciences General Education Category. Do one or both of the following:

- Identify specific course SLOs that align with each hallmark.
- Describe class assignments or activities in which students learn and/or demonstrate the hallmark objective. Assignments and/or activities cited should be sufficiently important in terms of both time spent on them and their impact on students' final grades in the course.

Try to address all of the hallmarks. The strength of some responses should counterbalance the weakness of others. See hallmark questions that should be addressed in response to each of the hallmarks.

Also attach a copy of the official course outline.

The Hallmarks:

The course...

1. helps students think critically about their own behavior in society and the larger global community.
   1. Develop an understanding of theories on parenting and child development.
   2. Develop an understanding of the variety of parenting strategies or styles and their impact on the child's development and parent-child relationship.
   3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.
   4. Develop an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).
   5. Develop an understanding of research on children's development and the parent-child relationship.

2. promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.
   1. Develop an understanding of theories on parenting and child development.
   2. Develop an understanding of the variety of parenting strategies or styles and their impact on the child's development and parent-child relationship.
   3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.
   4. Develop an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).
   5. Develop an understanding of research on children's development and the parent-child relationship.

3. helps students synthesize and apply social science concepts to understand human behavior and societies.
   1. Develop an understanding of theories on parenting and child development.
   2. Develop an understanding of the variety of parenting strategies or styles and their impact on the child's development and parent-child relationship.
   3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.
   4. Develop an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).
   5. Develop an understanding of research on children's development and the parent-child relationship.

4. enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.
   1. Develop an understanding of theories on parenting and child development.
   2. Develop an understanding of the variety of parenting strategies or styles and their impact on the child's development and parent-child relationship.
   3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.
   4. Develop an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).
   5. Develop an understanding of research on children's development and the parent-child relationship.

Applicant's signature: [Signature]  Date: 3-13-13

Please submit this application to your division secretary.
CTE Social Science Hallmark Questions
(Please address the questions below.)

1. The course helps students think critically about one’s own behavior in society and the larger global community.
   Does the course content include examining one’s own behavior in society and the larger global community? Yes
   If yes, what aspect?
   This course provides an understanding of the parenting process, the parent-child relationship, and the child’s/adult child’s functioning in society and the larger global community. Students examine their own attitude and behaviors about the issues as well as about the impact of poor or ineffective parenting as related to various social problems (e.g. juvenile delinquency, substance abuse, violence in schools) at the societal and global levels.
   How does the course require students to demonstrate knowledge gained? (Projects, papers, etc.)
   Case studies, literature review, written assignments, individual research projects, oral presentation, conduct interviews, observation assignments, and exams.

2. The course promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.
   Does the course content include concepts, models, practices, or issues of concern in the scientific understanding of human behavior and societies? Yes
   If yes, which methods, such as interviews, case studies, observation, focus groups, surveys, experiments, and literature reviews, are employed in this course?
   Case studies, literature review, written assignments, individual research projects, oral presentation, conduct interview, observation assignments and exams.

3. The course helps students synthesize and apply social science concepts to understand human behavior and societies.
   Does the course content use social science concepts to explain human behavior and interactions? Yes
   If yes, which social science concepts? (i.e., geographic: cultures and cultural diversity, civic: justice, economics, historical origins or eras, violations: human rights, peace, value, power).
   The social science concepts used in the course include but not limited to: society, values, culture, change, beliefs, family dynamics, expectations, stress, self-concept, attitudes, motivation, quality of life, emotions, learning, behavior, coping strategies, acceptance and self-acceptance, ethics.
   How does the course require students to demonstrate knowledge gained?
   Case studies, literature review, written assignments, research projects, oral presentation, conduct interviews, observational assignments, and exams.

4. The course enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.
   Does the course content include social science principles? Yes
   If yes, which social science principles? (Public policy dealing with social issues. i.e., guidelines, principles, legislation and activities that affect the living conditions conducive to human well being: welfare, social security, unemployment, environmental policy, pensions, healthcare, housing, child protection, social exclusion, education, crime and criminal justice, etc.)
   Public policy, specifically social policy, addresses social problems such as poverty, child abuse and neglect, teen pregnancies, juvenile delinquency, violence in schools, homeless families, substance abuse, discrimination that adversely impact the quality of lives of Americans. Social policy seeks to improve human conditions and promote social equality.
This course enables the students to apply social science principles to make informed, reasoned, and ethical decision at the micro (i.e. family counselors/child protective workers/adult protective workers/victim advocates/etc., supervisors, administrators, and community activists), mezzo (i.e. family, work, & community), and macro levels (e.g. legislative action such as writing testimony, lobbying to affect change at that policy level)

How does the course require students to demonstrate knowledge gained can be used to make informed, reasoned, and ethical personal choices to form public policy? Methods of evaluation include written assignments, research projects, and exams.
COURSE OUTLINE

FAMR 141 Parenting 3 credits (3 lect/hrs/wk)

Course Catalog Description

Parenting theories, methods, skills, issues, and resources; parent-child relations over the life span and in various family and cultural contexts.

IA. Course Objectives:

1. Develop an understanding of theories on parenting and child development.

2. Develop an understanding of various parenting strategies or styles and their impact on the child’s development and the parent-child relationship.

3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.

4. Develop an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).

5. Develop an understanding of research on children’s development and the parent-child relationship.

IB. Student Learning Outcomes

1. Demonstrate an understanding of theories on parenting and child development.

2. Demonstrate an understanding of various parenting strategies or styles and their impact on the child’s development and the parent-child relationship.

3. Demonstrate an understanding of the social, economic and cultural influences on the parenting process.

4. Demonstrate an understanding of the major parenting tasks and major problems for each of the age ranges (infant to adult).

5. Demonstrate an understanding of research on children’s development and the parent-child relationship.

2. Relationship to other courses, the program, and the College’s philosophy and objectives

FAMR 141 Parenting is a course requirement for the Human Services Program.

The Human Services Program prepares students for employment as paraprofessionals in the human services field and/or prepares them for transfer to a BSW program. Program is aligned to the College’s philosophy and mission - to provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and thus meets the State’s need for a trained workforce.

3. Course Content

Theories on parenting and child development, parenting across the developmental stages (infant to adult), parenting in varying life circumstances, parenting in diverse family structures, social, economic and cultural
influences on parenting, parenting at times of loss, trauma, disaster or violence, and current research in the field of parenting and parent-child relationships.

4. **Text**


5. **Auxiliary Materials and Content:**

Multi-media aids and guest speakers.

6. **Methods of instruction**

Lectures, class discussion, small discussion groups, case studies, role-play, interviews, slides, videos, and individual research project and oral presentation with critique from peers and instructor.

7. **Methods of Evaluation**

Case study analyses, literature review, written assignments, individual research project, oral presentation, conduct interview, and exams.

8. **Resource Requirements and Justification**

A. **Changes:** None

Will this proposal require changes in the following areas?

Staff: No changes – Faculty or lecturer will teach the course.

Equipment: Present multi-media equipment in the program’s classroom currently meets the needs of the course.

Other Resources: Multi-media materials will be purchased with the department’s annual budgeted funds.