

# Glendale College Course Outline of Record Report

Course ID 000240  
Cyclical Review - May 2025

## PARED54 : Working Parents Child Observation and Care

### General Information

|  |  |
|--|--|
| <b>Author:</b>                                     | <ul style="list-style-type: none"> <li>• Barbara Flynn</li> <li>• Perner, Kimberli</li> <li>• Dilucchio, Jane</li> </ul>   |
| <b>Course Code (CB01) :</b>                        | PARED54  |
| <b>Course Title (CB02) :</b>                       | Working Parents Child Observation and Care   |
| <b>Department:</b>                                 | PARED  |
| <b>Proposal Start:</b>                             | Winter 2026  |
| <b>TOP Code (CB03) :</b>                           | (1305.60) Parenting and Family Education   |
| <b>CIP Code:</b>                                   | (19.0707) Family and Community Services.   |
| <b>SAM Code (CB09) :</b>                           | D - Possibly Occupational  |
| <b>Distance Education Approved:</b>                | No   |
| <b>Will this course be taught asynchronously?:</b> | No   |
| <b>Course Control Number (CB00) :</b>              | CCC000657812   |
| <b>Curriculum Committee Approval Date:</b>         | 05/28/2025   |
| <b>Board of Trustees Approval Date:</b>            | 07/08/2025   |
| <b>Last Cyclical Review Date:</b>                  | 05/28/2025   |
| <b>Course Description and Course Note:</b>         | PARED 54 is an introduction to caregiving and the exploration of child growth and development through observation and interaction with children from birth to six years of age, with special attention given to the challenges of caregiving while working full-time. Students gain a basic knowledge of developmental theories, the physical, cognitive, social, and emotional stages of development, effective communication, behavior management, and positive guidance. Caregivers and parents may attend class with one or more children of the designated age. Lecture 12-32 hours. Note: This course is Pass/No Pass only |
| <b>Justification:</b>                              | Mandatory Revision   |
| <b>Academic Career:</b>                            | <ul style="list-style-type: none"> <li>• Noncredit</li> </ul>  |
| <b>Mode of Delivery:</b>                           | <ul style="list-style-type: none"> <li>• In-Person</li> <li>• Remote</li> <li>• Hybrid</li> </ul>  |
| <b>Author:</b>                                     | <ul style="list-style-type: none"> <li>• Barbara Flynn</li> <li>• Perner, Kimberli</li> </ul>  |
| <b>Course Family:</b>                              | No value   |

### Academic Senate Discipline

|                              |  |
|------------------------------|--|
| <b>Primary Discipline:</b>   | <ul style="list-style-type: none"> <li>• Parent Education: Non-Credit</li> </ul> |
| <b>Alternate Discipline:</b> | No value   |

Alternate Discipline: No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Pass / No-Pass Only

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Not transferable

**Transferability Status**

Not transferable

### Units and Hours

#### Summary

|  |         |
|--|---------|
| <b>Minimum Credit Units (CB07)</b>           | 0       |
| <b>Maximum Credit Units (CB06)</b>           | 0       |
| <b>Total Course In-Class (Contact) Hours</b> | 12 - 32 |
| <b>Total Course Out-of-Class Hours</b>       | 0 - 0   |
| <b>Total Student Learning Hours</b>          | 12 - 32 |

#### Credit / Non-Credit Options

**Course Type (CB04)**

Non-Credit

**Noncredit Course Category (CB22)**

Parenting.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Non-Enhanced Funding.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

#### Weekly Student Hours

In Class

Out of Class

#### Course Student Hours

Course Duration (Weeks)

18

|                  |         |   |  |         |
|------------------|---------|---|--|---------|
| Lecture Hours    | 12 - 32 | 0 | <b>Hours per unit divisor</b>          | 54      |
| Laboratory Hours | 0       | 0 | <b>Course In-Class (Contact) Hours</b> |         |
| Studio Hours     | 0       | 0 | Lecture                                | 12 - 32 |
|                  |         |   | Laboratory                             | 0       |
|                  |         |   | Studio                                 | 0       |
|                  |         |   | <b>Total</b>                           | 12 - 32 |
|                  |         |   | <b>Course Out-of-Class Hours</b>       |         |
|                  |         |   | Lecture                                | 0       |
|                  |         |   | Laboratory                             | 0       |
|                  |         |   | Studio                                 | 0       |
|                  |         |   | <b>Total</b>                           | 0       |

**Time Commitment Notes for Students**

Students should expect to spend 2 hours per week engaging with the course materials and live sessions. Additional out of class hours completing observations will be encouraged.

**Units and Hours - Weekly Specialty Hours**

| Activity Name | Type     | In Class | Out of Class |
|---------------|----------|----------|--------------|
| No Value      | No Value | No Value | No Value     |

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

|          |
|----------|
| No Value |
|----------|

**Entry Standards**

| Entry Standards | Description |
|-----------------|-------------|
| No value        | No value    |

**Course Limitations**

| Cross Listed or Equivalent Course | Description |
|-----------------------------------|-------------|
| No value                          | No value    |

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction                      Demonstrations

Methods of Instruction                      Discussion

Methods of Instruction                      Field Activities (Trips)

Methods of Instruction                      Independent Study

Methods of Instruction                      Lecture

Methods of Instruction                      Laboratory

Methods of Instruction                      Multimedia

Methods of Instruction                      Guest Speakers

### Out of Class Assignments

- Planning age-appropriate creative activities
- Planning age-appropriate nutritious snacks
- Documenting developmental observations

| Methods of Evaluation                               | Rationale  |
|---|--|
| Activity (answering journal prompt, group activity) | Group discussion   |
| Activity (answering journal prompt, group activity) | Student demonstration (e.g. age appropriate creative activity) |
| Activity (answering journal prompt, group activity) | Student demonstration (e.g. age appropriate nutritious snack)  |
| Activity (answering journal prompt, group activity) | Observation worksheets   |

| Textbook Rationale |
|--------------------|
| No Value           |

| Textbooks |          |           |          |          |
|-----------|----------|-----------|----------|----------|
| Author    | Title    | Publisher | Date     | ISBN     |
| No Value  | No Value | No Value  | No Value | No Value |

| Other Instructional Materials (i.e. OER, handouts) |
|--|
|--|

|                           |   |
|---------------------------|---|
| <b>Description</b>        | Instructor generated handouts designed to enhance student understanding of issues related to working parents. |
| <b>Author</b>             | No value  |
| <b>Citation</b>           | No value  |
| <b>Online Resource(s)</b> | No value  |
| <b>Description</b>        | Duplicated resources from books and periodicals with copyright permissions.                                   |
| <b>Author</b>             | No value  |
| <b>Citation</b>           | No value  |
| <b>Online Resource(s)</b> | No value  |

| Learning Outcomes  |
|--|
| <b>Course Objectives</b>   |
| Observe and record the birth to six-year-old child’s development in an educationally-enriched environment. |
| Examine existing parent education and child development theories.  |

Develop and practice effective caregiving, parenting, and decision making skills.

Utilize self-reflection to examine typical caregiver-child situations and how to cope with them.

Identify community resources and support networks.

Discuss behavior management practices, especially identifying the difference between discipline and punishment.

Examine the challenges specific to being a working parent.

Examine, without bias, cultural differences and influences on childcare practices.

Differentiate characteristics of typical and atypical development.

## SLOs

**Practice age-appropriate behavior management techniques.**

Expected Outcome Performance: 70.0

*ILOs* Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.  
Core ILOs

*PARED* Examine and apply principles of effective parenting and child development within their own families.  
Core  
PLOs

**Identify age-specific social, emotional, physical, or cognitive developmental characteristics.**

Expected Outcome Performance: 70.0

*ILOs* Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.  
Core ILOs

*PARED* Examine and apply principles of effective parenting and child development within their own families.  
Core  
PLOs

## Course Content

### Lecture Content

#### Introduction and Orientation (1 hour)

- Course orientation with emphasis on valuing diverse parenting approaches
- Philosophy, goals, and objectives
- Class organization
- Supervision and safety in the indoor and outdoor classrooms
- Class assistant's duties and responsibilities

- Values and uses of various equipment, materials, and library books
- Introduction to the student association (GCPEA)
- Responsibilities of participation in the class
- Observation and recording
- Observing as a method of inquiry
- Types of recording worksheets
- Evaluation and use of Observation Records

**Principles of Child Growth and Development (3-7 hours)**

- Characteristics of children in specific age groups
- Temperament and individual differences
- Interrelation of developmental factors
- Cultural variations in developmental milestones and expectations
- Physical development
- Cognitive development
- Screen time
- Emotional development
- Identification of feelings
- Development of empathy
- Attachment and bonding
- Fears and anxieties
- Social development
- Importance of play for optimal development
- Attitudes and methods to promote sharing and delayed gratification
- Aggressive behaviors in early childhood
- Parent's/caregiver's role in facilitating learning experiences
- Overview of child development theories
- How theory affects child rearing practice

**Dynamics of Family Interaction (1-2 hours)**

- Myths and realities of parenthood
  - Different cultural models of family structure
- Adjusting to parenthood
- Stages of parent development
- Changing family patterns
- Family relations
- Navigating multicultural identities

**Discipline and Setting Limits (3-10 hours)**

- Definition of discipline vs. punishment
- Purpose and consistency
- Parental and caregiver attitudes and historical and cultural influences
- Adapting discipline strategies for children with different needs
- Age-appropriate techniques
- Sleep issues
- Definition, recognition, and prevention of child abuse/domestic violence
- Cultural approaches and perspectives to behavior management
- Transition between school, home, and childcare behavior expectations
- Fostering responsibility

**Challenges of Being a Working Parent (1-4 hours)**

- Employment issues (returning to the workforce, job loss)
- Scheduling issues
- Evaluating childcare options
- How to choose a childcare provider
- Making the most of family time (quality vs. quantity)
- Guilt issues vs. realistic perspectives
- Working from home

**Dealing with Life Events (1-2 hours)**

- Birth, reproduction, sexuality
- Effects of death, grief, serious illness, and loss on family/child development
- Divorce and single parenting, remarriage and blended families
- Employment issues (returning to work/job loss)
- Cultural perspectives on work-life balance
- Evaluating childcare options
- Preparation for preschool or Kindergarten
- Exploring school options

#### **Health and Nutrition (1-3 hours)**

- Childhood illness/immunizations
- Cultural food practices, nutrition, and eating behaviors within diverse families
- Promotion of health and hygiene
- Toilet training techniques and issues
- Mental health
- Community resources for healthy families

#### **Safety (1-3 hours)**

- Home and community safety
- Automobile safety
- Preschool/Kindergarten/early elementary school safety issues
- Accident and Poison Prevention
- Disaster preparedness
- Accessibility considerations for all families

**Total Hours= 12-32**

#### **Laboratory/Studio Content**

No value

### **Additional Information**

#### **Repeatability**

Repeatable

#### **Justification (if repeatable was chosen above)**

Non-credit courses

#### **Is it possible this course will have a material fee?**

No

#### **I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No

#### **What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value