

Child & Family Education/ Education Department

On behalf of the department faculty, I would like to welcome you to Antelope Valley College's Child and Family Education/Education Departments program. You have chosen an exciting career that will influence the future of many young children. Your commitment to this profession can make a positive difference in a child's life.

In planning your educational goals and professional career there are many things you need to consider and the field of Early Childhood/Education offers many options from which you may choose. Some option examples are, programs with children age two to five, school age programs with five through eleven years of age, infant toddler programs, transitional kindergarten programs and special needs or intervention programs with children of various ages.

Early Childhood Education is an appropriate foundation for other careers such as social work; psychology, nutrition, nursing, physical therapy, counselor, art therapy and environmental designer for children's programs.

It is important that you consider early in your educational career whether or not you wish to obtain the Child & Family Education Certificate, Instructional Aide Certificate, Associate Degree or transfer to a four year University. Students should consult with a counselor as soon as possible in order to develop an appropriate educational plan.

Once again, we welcome you to the Child and Family Education/ Education Departments !

Ande Sanders, M.A.

Department Chair; Child & Family Education/Education Departments

Child & Family Education/Education Department

Looking Ahead

Ideas To Get A Jump Start:

1. A TB test is required in working with young children and for some of our classes that require child observations.
2. Live Scan fingerprints are required by the State of California in any type of position with children. These fingerprint are checked through the FBI and the local police agency. Fingerprint clearances are also required for the CFE 201 and CFE 202 classes at AVC. When you are employed your employer will aid you in receiving the Live Scan fingerprints.
3. In developing yourself as a professional you need to begin to collect data about yourself. Begin to ask for letters of recommendation in your endeavors where possible, collect samples of your best work in your classes and document the experiences you have had working with young children whether paid or as a volunteer.
4. Make an appointment with a counselor in the counseling office at AVC. It is extremely helpful to plan your program to fit your goals. Coordinate your Child & Family Education/Education (CFE/ED) classes with your General Education classes. You need to do this your first semester at AVC or while you are taking CFE 101: Introduction to ECE.

Definition

Child and Family Education is the study of three major areas addressing the needs of the child and family. They are: the physical, social, emotional and intellectual development of the child; the child in a social and educational setting outside the home; and studies concerned with parenting in modern society.

Staff

To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.

Program Advisement:

Dr. L. Tom O'Neil, Dean ext. 6370

Administrative Assistant:

Christi Crosby ext. 6370

Clerical Assistant III:

Bettie Negrete ext. 6370

Child Development Center:

Dr. Katarina Orlic-Babic, Director ext. 6250

Department Chair:

Andrea Sanders ext. 6502

Faculty:

Catherine Overdorf ext. 6766

Melanie Parker ext. 6252

Andrea Sanders ext. 6502

Adjunct Faculty:

To access adjunct faculty voice mail, dial (661) 722-6300, then the 4-digit number.

	V.M.
Geraldine Baden	2064
Dr. Ronald Ball	2335
Kimberly Barker	2267
Matt Case	2470
Etawnya Clifford	2120
Julie Ferebee	2270
Stephanie Lester	2653
Lizette Lopez	2703
Suzy Love	2389
Harriett Miles	2920
Dr. Katarina Orlic-Babic	ext. 6250
Diane Stein	2926

Distinctive Features

The quality of instruction and the varying educational and professional backgrounds of the faculty provide a program that meets the diverse demands of the many career options. Students receive "hands-on" learning experiences which include observations at different locations and participation with young children. Current texts are used along with films, videos, and other media to implement and support the instruction. Lecture sessions include discussion of material and question and answer periods concerning the material and locations observed during field trips.

Career Options

Assistant Teacher
 Child Development Specialist
 Child Mental Health Specialist
 Children's Center Supervisor
 Children's Center Teacher
 Early Childhood Education Aide
 Early Childhood Education Director
 Early Childhood Education Teacher
 Elementary School Teacher
 Family and Child Counselor
 Family Day Care Provider
 Infant/Toddler Teacher
 Parent Education/Adult Education
 Pediatric Worker
 Psychologist
 Social Worker
 (Some of these careers may require education beyond the two-year college level.)

Program Learning Outcomes

School-Aged Child Care

1. Students will integrate needs, characteristics, and multiple influences on the development of children birth to age eight as they develop, implement, and evaluate early childhood program practices.
2. Students will intentionally use systematic observations, documentation, and other assessment strategies in the design, implementation, and evaluation of environments, curricula, and activities that support learning through developmental play and positive learning outcomes.
3. Students will demonstrate positive interaction strategies that support all children's learning, identity, and self-confidence.
4. Students will develop strategies that promote respectful, reciprocal partnerships between program teachers, families, and their communities.
5. Students will evaluate and incorporate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the early childhood profession.

Program Description

The Child and Family Education curriculum is designed to meet the needs of students who wish to qualify for work with groups of young children under private or public auspices. The following courses will meet this requirement: CFE 101, 102, 103, and one of the following: CFE 104, 105, 106 or 114. The certificate program is designed to enable students to gain employment at the entry level in selected occupational areas. Completion of certificate qualifies students for the California Child Development Permit.

Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

Associate in Science in Early Childhood Education for Transfer

1. Students will integrate needs, characteristics, and multiple influences on the development of children birth to age eight as they develop, implement, and evaluate early childhood program practices.
2. Students will intentionally use systematic observations, documentation, and other assessment strategies in the design, implementation, and evaluation of environments, curricula, and activities that support learning through developmental play and positive learning outcomes.
3. Students will demonstrate positive interaction strategies that support all children's learning, identity, and self-confidence.
4. Students will develop strategies that promote respectful, reciprocal partnerships between program teachers, families, and their communities.
5. Students will evaluate and incorporate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment to the early childhood profession.

Certificate Programs

The Child and Family Education and the School-Aged Child Care Certificates can be pursued concurrently.

Child and Family Education

The Child and Family Education curriculum is designed to meet the needs of students who wish to qualify for work with groups of young children under private or public auspices.

Required Courses (33 units): **units**

The following courses (33 units) are required for the certificate:

CFE 101, Introduction to Early Childhood Education	3
CFE 102, The Developing Child	3
CFE 103, The Child in Family/Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children	3
CFE 115, Guiding Children's Behavior	3
CFE 201, Child Development Practicum-Observation and Assessment	3
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety, and Nutrition for the Young Child	3
Program Electives	3
Total	33

Program Electives (3 units): **units**

Select 3 units from the following:

ART 160, Painting and Drawing Techniques	1.5
CFE 107, Literacy for Young Children	3
CFE 109, Supervision and Admin. of Childhood Programs I	3
CFE 110, Supervision and Admin. of Childhood Programs II	3
CFE 111, Supervising Adults in Child Care Settings	2
CFE 113, Inclusive Classrooms for Nurturing Exceptional Children	3
CFE 114, Music & Movement Education for the Young Child	3

CFE 116, Diversity in Early Childhood Education	3
CFE 120, Infant/Toddler Development	3
CFE 122, Infant/Toddler Strategies	3
CFE 150, Parenting: Infancy	1
CFE 151, Parenting: The Preschool Child	1
CFE 152, Parenting: The Elementary and Preadolescent Child	1
CFE 155, Single Parenting	1
CFE 156, Stepparenting and Blended Families	1
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 100, Nutrition	3
NF 102, Nutrition and Food for Children	3
DA 103, Beginning Modern Dance	1

School-Aged Child Care

This program will meet the needs of students planning to qualify to work with school-aged children in child care centers under public or private auspices.

Required Courses: **units**

The following courses (33 units) are required for the certificate:

CFE 102, The Developing Child	3
CFE 103, The Child in Family/Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children	3
CFE 201, Child Dev. Practicum-Observation and Assessment	3
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety, and Nutrition for the Young Child	3
CFE 212, School Aged Programs	3
CFE 213, Curriculum Strategies for School-Aged Programs	3
Program Elective	3
Total	33

Program Electives (3 units): **units**

Select 3 units from the following:

CFE 107, Literacy for Young Children	3
CFE 109, Supervision and Admin. of Childhood Programs I	3
CFE 110, Supervision and Admin. of Childhood Programs II	3
CFE 111, Supervising Adults in Child Care Settings	2
CFE 113, Inclusive Classrooms for Nurturing Exceptional Children	3
CFE 114, Music and Movement Education for the Young Child	3
CFE 115, Guiding Children's Behavior	3
CFE 116, Diversity in Early Childhood Education	3
CFE 150, 151 and 152, Parenting	3
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 102, Nutrition and Food for Children	3

Associate Degrees

The requirements for an associate degree in Child and Family Education and School-Aged Child Care may be satisfied by completing the respective certificate program in addition to the associate degree requirements. (See Graduation/Associate

Degree Requirements.)

Students who complete the associate degree have enhanced employability in the field of Early Childhood and School-Aged Child Care. Students are well prepared with an in-depth understanding, hands-on experience and principals of Early Childhood and School Age child development.

The associate degree will also provide students with a broad range of knowledge with which to evaluate the learning environment and analyze the dynamics of teaching in child care settings.

Child and Family Education courses can be included in the requirements for the associate degree in Family and Consumer Education. (Please see Family and Consumer Education Program.)

Associate in Science in Early Childhood Education for Transfer

Completion of the Associate in Science in Early Childhood Education for Transfer (AS-T in Early Childhood Education) degree provides a clearly articulated curricular track for students who wish to transfer to a California State University under the provisions of SB 1440, the Student Transfer Achievement Reform Act, and for employment in an early care and education program. Students develop skills, knowledge, and attitudes that prepare them to work as teachers of young children or as administrators of ECE programs. This degree exposes them to the core principles and practices of the field in order to build a foundation for their future, personal, academic or vocational paths. Students who successfully complete this degree are guaranteed admission with junior status to the CSU system, but not to a specific campus or major. The student will receive priority admission to the local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis.

The Associate in Science in Early Childhood Education for Transfer (AS-T in Early Childhood Education) degree meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but do not exclude admittance to other colleges or universities.

To earn an Associate in Science in Early Childhood Education for Transfer (AS-T in Early Childhood Education) degree a student must complete the following:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

- (2) Obtainment of a minimum grade point average of 2.0. ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Required Courses	units
CFE 101, Introduction to Early Childhood Education	3
*CFE 102, The Developing Child	3
CFE 103, The Child in Family& Community Relationships	3
CFE 105, Discovery-Based Education for Children	3
CFE 116, Diversity in Early Childhood Education	3
CFE 201, Child Dev. Practicum-Observation & Assessment	3
CFE 202, Child Dev. Practicum-Emergent Leadership	3
CFE 211, Health, Safety & Nutrition for the Young Child	3

*Courses denoted with an asterisk will fulfill the completion requirements for both the major and general education.

Except in cases of prerequisite requirement, it is not required that courses be taken in exactly this sequence; they are recommended in this order to facilitate success.

Recommended Plan of Study

First Semester	units
CFE 101, Introduction to Early Childhood Education	3
CFE 102, The Developing Child (CSU GE D7)	3
CSU GE requirement Area A2	3
CSU GE requirement Area D	3
CSU GE requirement Area C1	3
	Total 15

Second Semester	units
CFE 103, The Child in Family& Community Relationships	3
CFE 105, Discovery-Based Education for Children	3
CSU GE requirement Area B1/B3	3-4
CSU GE requirement Area B4	3-5
CSU GE requirement Area A1	3
	Total 15-17

Third Semester	units
CFE 116, Diversity in Early Childhood Education	3
CFE 201, Child Dev. Practicum-Observation & Assessment	3
CSU GE requirement Area A3	3
CSU GE requirement Area D	3
CSU GE requirement Area E	3
	Total 15

Fourth Semester	units
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety & Nutrition for the Young Child	3
CSU GE requirement Area C	3
CSU GE requirement Area C2	3
CSU GE requirement Area B2/B3	3-4
	Total 15-16

**CSU GE or IGETC Pattern 37-39
CSU Transferable Elective Units to
reach Degree Total 60**

*Electives should be taken from other courses within the discipline.

Transfer

Students planning to continue studies at a four-year college or university after AVC should visit the Transfer Resource Center and consult with a counselor as soon as possible. Additional information on official transfer articulation agreements from AVC to many CSU/UC campuses can be found at the following Web site: www.assist.org

Prerequisite Completion

If a course is listed as a prerequisite for another course, that prerequisite course must be completed with a satisfactory grade in order to enroll in the next course. According to Title 5, Section 55200(d), a satisfactory grade is a grade of "A," "B," "C" or "P". Classes in which the Pass/No Pass option is available are indicated with an asterisk (*) before the course title. See "Pass/No Pass Option" in the catalog for full explanation.

Child and Family Education Courses

CFE 101 *INTRODUCTION TO EARLY CHILDHOOD EDUCATION

3 units

3 hours weekly

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood care and education settings, this course will provide an overview of early childhood programs, their histories, philosophies, emphases, and methods. Students will review theories of learning and development, philosophies of educating young children, assessment practices, the development of curriculum, and early childhood program models. Developmentally appropriate practices and the interactive influences of culture, family, and individual needs on environmental and curriculum planning will be discussed. Students will conduct directed observations of early childhood programs in the community. A current TB clearance may be required. (CSU, AVC)

CFE 102 *THE DEVELOPING CHILD

3 units

3 hours weekly

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood and school-age settings, this course will provide a study of child growth and development from conception through adolescence. Developmental theory, patterns of child behavior, and the physical, social, emotional and cognitive development of the child within family and cultural contexts will be examined. Child observation in home, community, and classroom settings will

be emphasized. A current TB clearance may be required. (CSU, AVC)

CFE 103 *THE CHILD IN FAMILY AND COMMUNITY RELATIONSHIPS

3 units

3 hours weekly

Prerequisite: Completion of CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood and school-age settings, this course will examine the interaction of the child, family, peers, school, media, and community upon child development. The influence of diverse ethnicities, cultures, languages, social classes, gender roles, and individual abilities and the impact of family behavior, morals, values, and attitudes upon child development will be explored. Directed observation in early childhood and school-age settings will be emphasized. A current TB clearance may be required. (CSU, UC, AVC)

CFE 104 *LITERATURE FOR CHILDREN

3 units

3 hours weekly

Prerequisite: Completion of CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood and school-age settings, this course will introduce a variety of quality literary selections and the pleasures gained from reading, listening to, and viewing children's literature for pleasure and informational purposes. Students will examine literary theories and genres and discuss literary preferences and responses of learners, while identifying and describing, children's fiction and non-fiction literature. Students will learn strategies and techniques to apply when presenting literature in early childhood and school-age programs. This course may be used with CFE 107 to satisfy the 6-unit specialization requirement for the Master Teacher level of the Child Development Permit. A current TB clearance may be required. (CSU, AVC)

CFE 105 *DISCOVERY-BASED EDUCATION FOR CHILDREN

3 units

3 hours weekly

Prerequisite: Completion of CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood and school-age settings, this course will explore discovery-based, developmentally appropriate education experiences for young children in four integrated curriculum areas: language arts, science, mathematics and social studies. Students will analyze and evaluate methods of investigative and inquiry-based instruction, explore the value of a discovery approach to curriculum, and learn to apply theories of child growth and development in the evaluation of children's learning

experiences. This course may be used with CFE 106 to satisfy the 6 unit specialization requirement for the Master Teacher level of the Child Development Permit. A current TB clearance may be required. (CSU, AVC)

CFE 106 *CREATIVE EXPERIENCES FOR CHILDREN

3 units

3 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood and school-age settings, this course will promote an understanding of children and their creative needs. Students will discuss theories of creativity and the integration of creative practices into curriculum content areas, explore a variety of media techniques, evaluate and formulate plans for creative environments and activities, and develop creative learning plans. Directed observation in early childhood and/or school-age settings will be emphasized. A current TB clearance may be required. (CSU, AVC)

CFE 107 *LITERACY FOR YOUNG CHILDREN

3 units

3 hours weekly

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students planning to work in early childhood settings, this course will provide instruction in the key components of early literacy experiences which researchers have linked to later reading success. Early literacy is defined as the knowledge, skills, and attributes that come before and lead up to conventional reading and writing. Students will examine the following components of early literacy: oral language, vocabulary and comprehension development, phonological and phonemic awareness, alphabet knowledge, and background knowledge. Students will critique early childhood literacy experiences while conducting directed observations in early childhood settings. This course may be used with CFE 104 to satisfy the 6-unit specialization requirement for the Master Teacher Child Development Permit. A current TB clearance may be required. (CSU, AVC)

CFE 109 *SUPERVISION AND ADMINISTRATION OF CHILDHOOD PROGRAMS I

3 units

3 hours weekly

Prerequisite: Completion of any six units in CFE courses.

Advisory: Eligibility for College Level Reading, ENGL 101/ENGL 101SL and MATH 070, and on-the-job experience in preschool, day care, or before-and-after school age care.

Designed for students with prior experience in infant-toddler,

preschool or school-age programs, this course will teach principles and practices related to the supervision and operation of child care and educational programs for preschool and school-aged children. Topics include: Titles 5 and 22 guidelines, organizational structures, budgeting, staff relationships, staff-parent relationships, record-keeping, reporting, and maintaining relationships with community and regulatory agencies. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (CSU, AVC)

CFE 110 *SUPERVISION AND ADMINISTRATION OF CHILDHOOD PROGRAMS II

3 units

3 hours weekly

Prerequisite: Completion of CFE 109.

Advisory: Eligibility for College Level Reading, ENGL 101/ENGL 101SL, and MATH 070, and on-the-job experience in preschool, day care, or before-and-after school age care.

Designed to supplement the information presented in CFE 109, this course will provide students with an in-depth study of the administration and management of child care and education programs. Topics include: business plans, personnel management, proposal and grant writing, advocacy, Title 5 and 22 regulations, updates of regulatory laws and licensing, current research in the field of child care and education, professional growth, and community involvement. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (CSU, AVC)

CFE 111 *SUPERVISING ADULTS IN CHILD CARE SETTINGS

2 units

2 hours weekly

Prerequisite: Completion of CFE 101, CFE 102, and CFE 103.

This class explores methods and principles of supervising adults in early childhood education settings. Emphasis will be on the role of experienced teachers and administrators acting as mentors to new teachers while addressing other classroom needs. This course is required for Master Teacher, Site Supervisor, and Director categories of the Child Development permit, and to apply to become a mentor teacher in the California Mentor Teacher Project. (CSU, AVC)

CFE 113 *INCLUSIVE EARLY CHILDHOOD EDUCATION

3 units

3 hours weekly

Advisory: Eligibility for College level Reading and ENGL 101/ENGL 101SL.

This course will introduce students to methods and principles of evaluating and planning appropriate classroom practices and

settings for young children with diverse exceptional needs. It is designed to aid early childhood professionals in understanding and implementing programs for the inclusion of children with special needs in the least restrictive environment. Students will explore a variety of exceptional children's needs as well as teaching strategies that welcome and enhance diversity in classroom settings. A current TB clearance may be required. (CSU, AVC)

CFE 114 *MUSIC AND MOVEMENT EDUCATION FOR THE YOUNG CHILD

3 units
3 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year.

Advisory: Eligibility for College level Reading and ENGL 101/ENGL 101SL.

This course is designed for students planning employment or already employed in early childhood and school-age programs. Students will analyze the principles of music and movement education and will design, assess and implement developmentally appropriate music and movement activities for all areas of classroom curriculum. A current TB clearance may be required. (CSU, AVC)

CFE 115 *GUIDING CHILDREN'S BEHAVIOR

3 units
3 hours weekly

Prerequisite: Completion of CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Designed for students preparing to work in early childhood and school-age settings, this course provides an overview of positive child guidance practices, foundations for understanding children's behavior, guidelines for effective communication, and assistance in planning curriculum and environments that promote the growth of social competence. Directed observations of early childhood programs in the community will be required. A current TB clearance may be required. (CSU, AVC)

CFE 116 *DIVERSITY IN EARLY CHILDHOOD EDUCATION

(formerly Teaching Justice, Equity and Inclusion in Early Childhood Education)

3 units
3 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year.

Prerequisite: Completion of CFE 103.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

This course will assist early childhood students and professionals in building inclusive, equitable and caring communities for learning. This course examines stereotypes and bias, fosters respect for differences, and facilitates the development of tolerance, peace and justice in early childhood settings. Students

will examine and develop positive intergroup attitudes and behavior and learn to modify their own teaching strategies so that children and families from different ethnic, language, cultural, ability, age and social groups will experience equal educational opportunities. (CSU, AVC)

CFE 120 *INFANT/TODDLER DEVELOPMENT

3 units
3 hours weekly

Advisory: Eligibility for College Level Reading, ENGL 101/ENGL 101SL, and MATH 070.

Designed for students planning to work in infant/toddler programs, this course promotes an understanding of infant/toddler development, accepted infant/toddler care theories and practices, health and safety concerns, and appropriate educational and parenting strategies. Students will observe infants and toddlers in home and childcare settings and evaluate adult/child interactions in the context of care-giving relationships. A current TB clearance may be required. This course meets California licensing requirements for the care of infants and toddlers in center-based and family child care-based settings. (AVC)

CFE 122 *INFANT/TODDLER STRATEGIES

3 units
3 hours weekly

Advisory: Eligibility for College Level Reading, ENGL 101/ENGL 101SL, and MATH 070.

Designed for students planning to work in early childhood settings, the course focuses on the child development sequences of children ages birth through age three. It includes development of appropriate learning environments, resources, and curriculum strategies for use with infants and toddlers. Students will observe infants and toddlers at home and early childhood centers and develop curriculum for use with children from birth to age three. A current TB clearance may be required. The course meets California licensing requirements for the care and education of infants and toddlers in center-based and family-based child care programs. (CSU, AVC)

CFE 150 *PARENTING: INFANCY

1 unit
18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop an awareness of the dynamics of the parent-child relationship. Focus is on the cognitive, social, emotional, and physical maturation processes as they apply to the unique nature of parenting the infant through 2 years of age. (AVC)

CFE 151 *PARENTING: THE PRESCHOOL CHILD

1 unit

18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop an awareness of the dynamics of the parent-child relationship. Focus is on the cognitive, social, and physical maturation processes as they apply to the unique nature of parenting the preschool child ages 2-6 years. Students will be required to complete directed field observations of preschool age children as part of this course. (AVC)

CFE 152 *PARENTING: THE ELEMENTARY AND PREADOLESCENT CHILD

1 unit

18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop an awareness of the dynamics of the parent-child relationship. Focus is on the emotional, social, and physical maturation processes as they apply to the unique nature of parenting the elementary and preadolescent child. Students will be required to complete directed field observations of elementary and preadolescent children as part of this course. (AVC)

CFE 155 *SINGLE PARENTING

1 unit

18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop insights into the dynamics of the single parent-child relationship in the single family. Focus is on the social maturation process as it relates to the unique nature of the single parenting experience. The course addresses the special dynamics single parents confront in raising children both within and outside of the family. Interactions between the family, community, and various social systems will be identified and explored. (AVC)

CFE 156 *STEPARENTING AND BLENDED FAMILIES

1 unit

18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop an awareness of the dynamics of the parent-child relationship in a stepfamily or blended family. Focus is on the emotional and social maturation processes as they apply to this unique and ever-growing segment of the family in society. Communication and relationships both within and outside of the family are studied. Interactions between the family and the community, various social systems, and the effects on children's development and socialization are examined and explored. (AVC)

CFE 157 *PARENTING THE EXCEPTIONAL CHILD

1 unit

18 hours total

Advisory: Eligibility for ENGL 101/ENGL 101SL and READ 099.

This course is designed to develop an awareness of the dynamics of the relationship between the parent and the child with special needs. Focus is on the cognitive, emotional, physical, and social maturation processes as they apply to the special needs child in the family. Components of parenting and varying family life circumstances will be examined and issues of diversity and social systems will be emphasized. (AVC)

CFE 199 *OCCUPATIONAL WORK EXPERIENCE

1-8 units

hours vary

Prerequisite: To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. **PRIOR TO ENROLLING**, students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

Occupational Work Experience Education is supervised employment designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. Occupational Work Experience Education is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. Credit may be accrued at the rate of one to eight units per semester. For the satisfactory completion of all types of Cooperative Work Experience Education (WE 197 and WE 199), students may earn up to a total of sixteen semester credit hours. (CSU, AVC) (R3)

CFE 201 *CHILD DEVELOPMENT PRACTICUM - OBSERVATION AND ASSESSMENT

3 units

6 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year. Current Livescan fingerprint clearance required.

Prerequisite: Completion of CFE 105.

This course focuses on observation and assessment of children as it relates to the development of curriculum, preparation of classroom environments, and facilitation of classroom practices. Application of child development theory and assessment data to educational practices will be emphasized. Students will employ a variety of child observation, assessment, and documentation techniques and create learning plans using negotiated curriculum strategies. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised

early childhood classroom setting, under the direction of an approved early childhood mentor teacher. Students must pick up a course information packet at the front desk of the AVC Child Development Center four weeks prior to the start of the semester or access the course information packet in myAVC course files once registered for the course. (CSU, AVC)

CFE 202 *CHILD DEVELOPMENT PRACTICUM - EMERGENT LEADERSHIP

3 units

6 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year. Current Livescan fingerprint clearance required.

Prerequisite: Completion of CFE 102, CFE 103, CFE 105, CFE 106, and CFE 201.

This course is designed to provide the continuing practicum student with in-depth practice in the application of child development theory to classroom environments, curriculum development, educational practices, and staff, family and community relationships. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students must obtain an information packet from the AVC Child Development Center four weeks before the class begins. (CSU, AVC)

CFE 211 *HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD

3 units

3 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year.

Prerequisite: Completion of CFE 101 and CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101/ENGL 101SL.

Guidelines for creating a nutritious, safe and healthy environment for young children will be explored. While the focus of this course is on young children in educational settings, the course will be useful for parents and community volunteers as well as early childhood professionals. This course includes content in emergency preparedness, public health and safety, personal health, safety and nutrition, and emphasizes partnerships between home, school and the community. (CSU, AVC)

CFE 212 *SCHOOL AGE PROGRAMS

3 units

3 hours weekly

Limitation on Enrollment: TB skin test clearance within the past year.

Prerequisite: Completion of CFE 102 and CFE 106.

This course is designed for students employed in or planning employment in before and after school programs for elementary school children. Students will study the needs of school-age children and environments for school-aged care, review models of before and after school child care programs and develop curriculum plans. Students will learn ways to effectively support children and their families and to identify community resources available to children and families. (CSU, AVC)

CFE 213 *CURRICULUM STRATEGIES FOR SCHOOL AGE PROGRAMS

3 units

3 hours weekly

Prerequisite: Completion of CFE 102 and CFE 106.

Designed for those students working in or planning to work in school-age programs. Topics to be covered include creating environments, reviewing school-age program models and designing developmentally appropriate curriculum experiences for before and after school-age programs. A current TB clearance may be required. (CSU, AVC)

Definition

This program provides an introduction to the teaching profession and prepares the student to function in a paraprofessional teaching capacity.

Staff

To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.

Program Advisement:

Dr. L. Tom O'Neil, Dean ext. 6482

Administrative Assistant:

Cindy Kline ext. 6482

Clerical Assistant:

Bettie Negrete ext. 6482

Department Chair:

Andrea Sanders ext. 6502

Adjunct Faculty:

To access adjunct faculty voice mail, dial (661) 722-6300, then the 4-digit number.

	V.M.
Christine Goulet	2077
Stella Konisek	2615

Program Description

The instructional aide program, 1) provides the student with the skills, knowledge, and understanding that is needed to become a successful para-professional teacher's aide, and 2) assists the continual vocational development of teacher aides by providing for the updating of skills needed in today's school environment.

Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

Distinctive Features

Students earn work experience credit in the instructional aide program through work experience in the public school setting.

Although not a requirement in a teacher credential program, these courses count as transferable elective credit. ED 140 provides valuable information to students contemplating a career in teaching. ED 141 provides an introductory background to the major disability groups. ED 145 equips students with knowledge and skills in working with the learning disabled.

Career Options

Instructional Aide

Teacher

(Some of these careers may require education beyond the two-year college level.)

Program Learning Outcomes

1. Students will differentiate the multiple influences on the historical and philosophical development of regular and special education at the state and federal levels.
2. Students will describe, identify, and evaluate education theory, practice, and licensure necessary for employment in education.
3. Students will analyze and assess education programs, curricula, laws, governance and funding associated with careers in education and in meeting the learning needs for all students (regular and special education) in a public school setting.
4. Students will compare and contrast the defining characteristics, educational and social implications as well as the effects of exceptionalities (within special education) on children and their families by conducting research in a minimum of five (5) areas.
5. Students will discuss and analyze the educator's role in meeting the educational, ethical and legal responsibilities needs of learning disabled students in a public or private education setting.
6. Students will discuss and analyze the educator's role in meeting the social and emotional needs of learning disabled students in public or private educational settings.

Certificate Program

Instructional Aide

Any combination of electives with required courses for a total of 24 units or more.

Required Courses:	units
CA 103, Introduction to Micro-computers or Computer Course of student choice	1-3
ED 140, Introduction to Education	3
ED 141, Introduction to Special Education	3
ED 145, Understanding and Educating the Learning Disabled	3
PSY 101, General Psychology	3
PSY 235, Child Psychology or CFE 103, The Child in Family/Community Relationships	3
Program Electives	<u>6-8</u>
Total	24-26

Program Electives:	units
CFE Classes	3-8
DFST 101, Amer. Sign Language I	4
DFST 102, Amer. Sign Language II	4
ED 199, Occupational Work Experience	1-8
ENGL 101/ENGL 101SL, Academic Composition	3
LAC 100, Introduction to Tutoring	3
LAC 200, Advanced Tutoring	3
MATH 102, Intermediate Algebra	4
ED 175, Literacy Tutoring and Supervised Field Experience	4
SPAN 101, Elementary Spanish 1	5
SPAN 102, Elementary Spanish 2	5

Associate Degree

Instructional Aide

The requirements for an associate degree in Instructional Aide may be satisfied by completing the certificate program in addition to the associate degree requirements. (See Graduation/Associate Degree Requirements.)

Transfer

Students planning to continue studies at a four-year college or university after AVC should visit the Transfer Resource Center and consult with a counselor as soon as possible. Additional information on official transfer articulation agreements from AVC to many CSU/UC campuses can be found at the following Web site: www.assist.org

Prerequisite Completion

If a course is listed as a prerequisite for another course, that prerequisite course must be completed with a satisfactory grade in order to enroll in the next course. According to Title 5, Section 55200(d), a satisfactory grade is a grade of "A," "B," "C" or "P". Classes in which the Pass/No Pass option is available are indicated with an asterisk (*) before the course title. See "Pass/No Pass Option" in the catalog for full explanation.

Education Courses

ED 140 *INTRODUCTION TO EDUCATION

3 units

3 hours weekly

Advisory: Eligibility for ENGL 099 and READ 099.

An introductory survey course to the field of education including the study of historical and philosophical perspectives; school governance and funding; student diversity; instructional methods, curriculum and teacher practice and pathways towards teacher certification and other careers in education. In addition this course includes a foundational understanding of public school law as well as federal and state educational policies and regulations. Students will be introduced to such topics as educational psychology, student discipline, California Standards for the Teaching Profession, and current trends in education. Students will also gain practical experience in recent research, research sources and APA writing style. A current TB clearance might be required for field experiences. (CSU, AVC)

ED 141 *INTRODUCTION TO SPECIAL EDUCATION

3 units

3 hours weekly

Advisory: Eligibility for ENGL 099 and READ 099.

This course is designed for prospective special education teachers and paraeducators, parents, volunteers and workers interested in gaining basic information about the major disability groupings

(i.e. mental retardation, visual impairment, communication disorders, etc.) in relationship to special education. The course will cover the history of the disabled, theories, and current trends and techniques used in educating and working with the disabled. (CSU, AVC)

ED 145 UNDERSTANDING AND EDUCATING THE LEARNING DISABLED

3 units

3 hours weekly

Advisory: Eligibility for ENGL 099 and READ 099.

This course is designed for prospective special education teachers or paraeducators, community volunteers and workers, or anyone interested in having a better understanding of the learning disabled. The course will range from a history of the learning disabled in public schools to definitions, theories, evaluation and assessment, current trends, and techniques in educating and working with the learning disabled. (CSU, AVC)

ED 199 *OCCUPATIONAL WORK EXPERIENCE

1-8 units

hours vary

Prerequisite: To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. PRIOR TO ENROLLING, students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

Occupational Work Experience Education is supervised employment designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. Occupational Work Experience Education is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. Credit may be accrued at the rate of one to eight units per semester. For the satisfactory completion of all types of Cooperative Work Experience Education (WE 197 and WE 199), students may earn up to a total of sixteen semester credit hours. (CSU, AVC) (R3)

Preparation for Transfer to Four-Year Institutions

(Title 5, Section 51022[b])

The most important actions a student can take to prepare for transfer are:

1. Read the Antelope Valley College Catalog carefully, paying special attention to the sections on transfer and certification of General Education requirements.
2. Discuss educational plans with a counselor.
3. Plan a course of study being careful to select courses that will be accepted by a transfer school toward a degree there.
4. Become familiar with one or more transfer school catalogs; catalogs are available in the Transfer Center.
5. Review application booklets for information about the application process and deadlines for prospective transfers.

It is important that a prospective transfer student plans a program that is similar to the freshman and sophomore years at a particular four-year school. This is why it is so important that the student reviews transfer school catalogs to see which courses are required of lower division students.

The Antelope Valley College Catalog identifies courses that are transferable and which count toward a bachelor's degree. The catalog also contains information about General Education (GE) requirements and how a student can meet some or all of the lower division general education at Antelope Valley College.

Even with these assurances, *it is important that a student works closely with a counselor in planning a program of study so that the student completes as many transfer requirements as possible.*

Transferability of AVC Courses

Many courses are designated as transferable to either the CSU or UC Systems. The designation for UC transferable courses is based on the most current UC transferable course list. *Students are cautioned that many of these courses will only transfer as elective credit.* Students desiring to continue at a four-year school should follow the requirements listed in the four-year school's catalog and work closely with a counselor to ensure that courses will meet major and general education requirements upon transfer.

Intersegmental General Education Transfer Curriculum (IGETC)

The IGETC is a series of courses that community college students can use to satisfy lower division general education requirements at any CSU or UC campus for most majors. The IGETC will provide an option to the California State University General Education Requirements.

Completion of the IGETC is not a requirement for transfer to a CSU or UC, nor is it the only way to fulfill the lower-division, GE requirements of the CSU or UC prior to transfer. Students may find it advantageous to take courses fulfilling CSU's general education requirements or those of a particular UC campus.

Completion of all of the requirements in the IGETC will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division general education courses to satisfy campus general education requirements.

The course requirements for all areas must be completed before the IGETC can be certified. All courses must be completed with grades of "C" or better. Additionally, the IGETC must be completed and certified before the student enrolls at a CSU or UC campus. Requirements for the IGETC cannot be completed once the student enrolls at a CSU or UC campus.

The following information is based on the 2015–16 IGETC list. Consult with a counselor for the most current requirements, which are subject to change.

AREA 1 – English Communication

CSU: Three courses required, minimum of one from Group A, B and C.

UC: Two courses required, minimum of one from Group A and B.

Group A: English Composition

One course, 3 semester units/4–5 quarter units.

ENGL 101, 101SL

Group B: Critical Thinking–English Composition

One course, 3 semester units/4–5 quarter units. Course selected must have English Composition as a prerequisite.

ENGL 102, 103

PHIL 201

Group C: Oral Communication (CSU only)

One course, 3 semester units/4–5 quarter units.

COMM 101, 103

AREA 2 – Mathematical Concepts and Quantitative Reasoning

One course, 3 semester units/4–5 quarter units.

MATH 115, 124, 140, 148, 150, 160, 220, 230, 250

AREA 3 – Arts and Humanities

At least three courses, 9 semester units/12–15 quarter units. At least one course from the Arts and one from the Humanities.

Arts:

ART 100, 101, 102, 103, 104

DA 101

ENGL 235, 236, 246

FTV 101, 107, 108, 203

MUS 101, 105

MUSC 102, 103, 107

THA 101, 110

Humanities:

CHIN 201, 202

ENGL 221, 222, 225, 227, 230, 231, 235, 236, 240, 242, 246, 250, 253, 256, 257, 259, 265, 279

FREN 201, 202, 203

FTV 201, 203

GER 201, 202, 203

HIST 115

LATN 201

PHIL 105, 106, 108, 109

PHOT 107

SPAN 201, 202

THA 239

AREA 4 – Social and Behavioral Sciences

At least three courses, 9 semester units/12–15 quarter units. Courses from at least two disciplines or an interdisciplinary sequence.

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AJ 206
ANTH 102, 103, 112
ECON 100, 101, 102, 110
GEOG 105, 110
HIST 101, 102, 104, 105, 107, 108, 110, 111, 112, 113, 114, 119
POLS 101, 103, 200, 202, 203
PSY 101, 201, 212, 233, 234, 235, 236
SOC 101, 105, 110, 112, 115, 116

AREA 5 – Physical and Biological Sciences

At least two courses required, 7–9 semester/quarter units. One Physical Science course and one Biological Science course; at least one must include a lab.

Physical Sciences:

ASTR 101, 101L#
CHEM 101#, 102#, 110#, 120#
ERSC 101#
GEOG 101, 101L#
GEOL 101, 101L#, 102, 102L#
PHYS 101#, 102#, 110#, 120#, 211#
PSCI 101#

Biological Sciences:

ANTH 101, 101L#
BIOL 101#, 103#, 110#, 120#, 201#, 202#, 204#, 205#

Meets laboratory requirement.

Language Other Than English (UC Requirement ONLY)

Proficiency equivalent to two years of high school in the same language with a grade of “C,” **OR** earn a score of 3 or higher on the AP Foreign Language test, **OR** 550 on the College Board Achievement Test in Foreign Language, **OR** complete one of the foreign language courses listed below.

CHIN 102, 201, 202
DFST 102, 201, 202
FREN 102, 201, 202, 203
GER 102, 201, 202, 203
LATN 102, 201
SPAN 102, 102HL, 201, 202

CSU Graduation Requirement in U.S. History, Constitution and American Ideals 6 units

(Not part of IGETC; may be completed prior to transfer.)

HIST 107 and POLS 101
HIST 108 and POLS 101
HIST 110 and POLS 101
HIST 111 and POLS 101

The California State University System (CSU)

The CSU system is composed of 23 campuses which serve more than 315,000 students. CSU has more than 1,400 bachelor’s and master’s degree programs in over 200 different subject areas and a variety of teaching and school service credential programs. CSU campuses offer undergraduate and graduate programs providing liberal arts education as well as preparation for occupations such as business, engineering, the arts, and science and health professions.

A community college student may transfer a maximum of 70 semester units to a campus of the CSU. Courses that

are transferable to the CSU are designated as (CSU) in the description of courses in this catalog. Please be cautioned that some of these courses will only transfer as elective credit.

Eligibility for Admission to the CSU System

All CSU campuses have the same admission requirements for transfer students. Some exceptions occur at campuses or in programs where there are more applicants than can be admitted. In general, however, a student will qualify for most campuses and programs if the student has a 2.0 GPA or better in all transferable units and meets one of the following standards:

1. If a student was eligible for admission to the CSU from high school—i.e., had satisfied the subject requirements and achieved the required scores on the eligibility index—a student is eligible to transfer at any time, provided that a 2.0 GPA is maintained in transferable college courses.
NOTE: Consult the CSU Application Packet for information on required high school subjects and eligibility index.
2. If a student earned the required scores on the eligibility index, but had not satisfied the required college preparatory high school subjects, a student may take college courses in the subjects that were missing and be eligible to transfer upon their completion, provided the student maintains a 2.0 GPA in transferable courses.
3. If a student was ineligible for admission from high school because the student lacked required subjects and did not achieve the required scores on the eligibility index, the student must do three things:
 - a. Complete 56-60 transferable semester units at AVC (depending on the campus selected);
 - b. Establish a minimum 2.0 GPA at AVC; and,
 - c. Complete a minimum of 39 semester units from the CSU General Ed. Requirements. Of these 39 units a student must include courses from A-1, A-2, A-3 and B-4 with a minimum evaluative grade of “C” before he/she matriculates to a CSU campus.

General Education Requirements for the CSU System

A candidate for a bachelor’s degree from the California State University system shall complete a minimum of 48 semester units in general education courses. A student may complete 39 of the 48 required units at Antelope Valley College. In addition to these 39 units of lower division general education courses, students must complete 9 units of upper division course work at a California State University campus. AVC will certify general education for students. No more than 30 units may be certified in categories B, C and D. No class may be used to satisfy requirements in more than one of the five general areas. Courses taken at other institutions can be certified by Antelope Valley College.

The following information is based on the 2015–16 CSU GE list. Consult with a counselor for the most current requirements, which are subject to change.

A. English Language Communication and Critical Thinking (9 units)

Select at least 3 units from each of the following sub-categories.

A-1 **Oral Communication

COMM 101, 103

A-2 **Written Communication

ENGL 101, 101SL

A-3 **Critical Thinking

COMM 115

ENGL 102, 103

PHIL 101, 106, 110, 201

** Courses in this area must be completed with a grade of “C” or better to be certified.

B. Scientific Inquiry and Quantitative Reasoning

(9–12 units)

Select at least one course from physical sciences, one course from life sciences, and one course from mathematics/quantitative reasoning. One science course shall include a laboratory component/activity.

B-1 Physical Science

ASTR 101

CHEM 101*, 102*, 110*, 120*

ERSC 101*

GEOG 101, 102

GEOL 101, 102

PHYS 101*, 102*, 110*, 120*, 211*

PSCI 101*

B-2 Life Science

ANTH 101

BIOL 101*, 102*, 103*, 104, 110*, 120*, 201*, 202*, 204*, 205*

B-3 Laboratory Activity

ANTH 101L

ASTR 101L

GEOG 101L, 102L

GEOL 101L, 102L

B-4 **Mathematics/Quantitative Reasoning

CIS 121

MATH 115, 124, 135, 140, 148, 150, 160, 220, 250

* Class includes a laboratory component. Credit will also be granted for Area B-3.

** Courses in this area must be completed with a grade of “C” or better to be certified.

C. Arts and Humanities (9 units)

Select one course from the arts and one course from the humanities. Select the remaining units from C-1 or C-2. No more than 4 units of performance or art activity classes shall be chosen. Performance/activities are indicated in **bold & italics**.

C-1 Arts (Art, Dance, Music, Theatre)

ART 100, 101, 102, 103, 104, **110, 113, 132, 135, 136, 137, 140, 145, 160, 210, 213**

COMM 103, 112, 114

DA 101

FTV 101, 107, 108, 201, 203

HIST 115

MUS 101, 105, 111, **131, 132**, 151, 153, **185, 231, 232**,

251A, 251B, 253A, 253B

MUSC 102, 103, 107

PHOT 107

PHTC **101, 150, 201**THA 101, 102, 110, **130, 225**

C-2 Humanities (Literature, Philosophy, Foreign Languages)

CHIN 101, 102, 201, 202

COMM 112

DFST 201, 202

ENGL 111, 112, 221, 222, 225, 227, 230, 231, 235, 236, 240, 242, 246, 250, 253, 256, 257, 259, 265, 279

FREN 101, 102, 201, 202, 203

FTV 203

GER 101, 102, 201, 202, 203

LATN 101, 102, 201

PHIL 105, 106, 108, 109

PHOT 107

SPAN 101, 102, 201, 202

THA 239

D. Social Sciences (9 units)

Select from at least two different disciplines.

AJ 206, 210

ANTH 102, 103, 112, 140

CFE 102

COMM 217

ECON 100, 101, 102, 110

GEOG 105, 106, 110

HIST 101, 102, 104, 105, 107, 108, 110, 111, 112, 113, 114, 118, 119

POLS 101, 103, 200, 201, 202, 203

PSY 101, 201, 212, 230, 232, 233, 234, 235, 236

SOC 101, 105, 110, 111, 112, 115, 116

E. Lifelong Learning and Self-Development (3 units)

Select 3 units, or DD 214 for 4 units

CFE 102

COMM 103, 107, 219

HD 101, 102, 105

HE 101, 120

NF 100, 103

PSY 212, 236

SOC 111, 116

Requirements for American Institutions (6 units)

Select one pair. Courses used to satisfy the American Institutions requirement may also apply to Category D above.

HIST 107 and POLS 101

HIST 108 and POLS 101

HIST 110 and POLS 101

HIST 111 and POLS 101

Major Requirements at CSU Campuses

Refer to CSU catalogs and consult a counselor. CSU catalogs are available in the Transfer Center, Room SSV 101, Student Services Building.

The University of California System (UC)

The University of California system is made up of ten campuses located throughout California—in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara and Santa Cruz. All of these campuses have certain features in common—uniform admission requirements, highly qualified faculty and excellent libraries. All maintain the same high academic standards. Nine of the

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campuses offer comprehensive undergraduate programs with a variety of individual specialties. The San Francisco campus is unique because all of its programs are in the health sciences. Each campus has its own character and distinctive features which contribute to the diversity of the University as a whole.

A community college student may transfer a maximum of 70 semester units to a campus of the UC. Courses that are transferable to the UC are designated as (UC) in the description of courses in this catalog. The designation for UC transferable courses is based on the most current UC transferable course list. Please be cautioned that some of these courses will only transfer as elective credit.

Eligibility for Admission to the UC System

All UC campuses have the same admission requirements for transfer students. Some exceptions occur at campuses or in programs where there are more applicants than can be admitted. The way a transfer student can meet the UC's admission requirements is:

If a student was ineligible for admission from high school due to lack of required subjects and did not achieve the required scores on the eligibility index, the student must do three things:

1. complete 60 transferable semester units at AVC;
 2. establish a minimum 2.4 GPA* at AVC; and,
 3. complete college courses to make up any high school subject deficiencies (refer to the UC application packet for options to clear subject deficiencies).
- * Earning a 2.4 GPA does not guarantee admission to all programs at the University of California. Certain programs and/or campuses may be impacted and therefore require additional criteria for acceptance.

Major Requirements at UC Campuses

Refer to the UC catalogs and consult a counselor. UC catalogs are available in the Transfer Center, Room SSV 101, Student Services Building.

Independent Colleges and Universities

Admission and graduation requirements for independent schools vary according to the institution. To determine specific requirements, check the catalog of the school of your choice. Antelope Valley College's Transfer Center has a catalog file of many independent institutions.

COURSE IDENTIFICATION NUMBERING SYSTEM

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM 110, students at that college can be assured that it will be accepted in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to www.assist.org to confirm how

each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

Students may consult the ASSIST database at www.assist.org for specific information on C-ID course designations. Counselors can always help students interpret or explain this information.

C-ID Course	ACV Course		C-ID Course	ACV Course	
ACCT 110	ACCT 201	Financial Accounting for Decision Making	BUS 110	BUS 101	Introduction to Business
ACCT 120	ACCT 205	Managerial Accounting	BUS 115	BUS 113	Business Communications
AJ 124	AJ 103	Criminal Evidence	BUS 140	CIS 101	Introduction to Computer Information Science
AJ 140	AJ 205	Criminal Investigation	BUS 140	CA 221	Computer Concepts and Applications in Business
AJ 150	AJ 208	Introduction to Forensic Science	CDEV 100	CFE 102	The Developing Child
AJ 200	AJ 104	Introduction to Corrections	CDEV 110	CFE 103	The Child in Family/Community Relationships
AJ 220	AJ 204	Juvenile Procedures	CHEM 101	CHEM 101	Introductory Chemistry
ANTH 110	ANTH 101	Introduction to Physical Anthropology	CHEM 110	CHEM 110	General Chemistry
ANTH 150	ANTH 140	Introduction to Archaeology	CHEM 120S	CHEM 110	General Chemistry &
ARTH 100	ART 100	Art Appreciation		CHEM 120	General Chemistry
ARTS 100	ART 145	2-D Design Basics	CHEM 150	CHEM 210	Organic Chemistry with Laboratory
ARTS 101	ART 150	3-D Design Basics	CHEM 160S	CHEM 210	Organic Chemistry with Laboratory &
ARTS 205	ART 210	Advanced Drawing		CHEM 220	Organic Chemistry with Laboratory
ARTS 210	ART 113	Painting	COMM 110	COMM 101	Introduction to Public Speaking
BIOL 140	BIOL 120	General Organismal, Ecological and Evolutionary Biology	COMM 120	COMM 115	Introduction to Argumentation and Debate
BIOL 190	BIOL 110	General Molecular Cell Biology	COMM 130	COMM 107	Introduction to Interpersonal Communication
			COMM 140	COMM 109	Small Group Communication

COURSE IDENTIFICATION NUMBERING SYSTEM CONT.

C-ID Course	ACV Course		C-ID Course	ACV Course	
COMM 150	COMM 219	Introduction to Intercultural Communication	MUS 150	MUS 251B	Advanced Music Theory
COMM 160B	COMM 116	Forensics	MUS 155	MUS 253B	Advanced Musicianship
COMM 170	COMM 112	Oral Interpretation	MUS 160	MUS 291	Applied Music &
COMP 112	CIS 111	Programming and Algorithms		MUS 292	Applied Music Performance
COMP 132	CIS 113	Data Structures	MUS 180	MUS 160	Symphonic Band
COMP 142	CIS 123	Assembly Language and Computer Architecture	MUS 180	MUS 166	Beginning Orchestra
COMP 152	CIS 121	Computer Mathematics	MUS 180	MUS 167	Intermediate Orchestra
ECE 130	CFE 105	Discovery-Based Education for Children	MUS 180	MUS 181	Master Chorale
ECE 200	CFE 201	Child Development Practicum-Observation and Assessment	MUS 180	MUS 185	Concert Choir
ECE 210	CFE 202	Child Development Practicum-Emergent Leadership	MUS 180	MUS 260	Concert Band
ECON 201	ECON 102	Principles of Microeconomics	MUS 180	MUS 266	Advanced Orchestra
ECON 202	ECON 101	Principles of Macroeconomics	MUS 180	MUSC 173	Beginning Jazz Ensemble
ENGL 100	ENGL 101	Academic Composition	MUS 180	MUSC 273	Intermediate Jazz Ensemble
ENGL 100	ENGL 101SL	Academic Composition for ESL	MUS 180	MUSC 274	Advanced Jazz Ensemble
ENGL 105	ENGL 103	Critical Thinking and Research	PHIL 100	PHIL 106	Introduction to Philosophy
ENGL 120	ENGL 102	Critical Thinking and Literature	PHIL 110	PHIL 110	Introduction to Logic
ENGL 130	ENGL 221	American Literature: 1400-1865	PHIL 120	PHIL 105	Ethics: Moral Issues in Contemporary Society
ENGL 135	ENGL 222	American Literature: 1865-Present	PHYS 100S	PHYS 101	Introductory Physics &
ENGL 140	ENGL 230	World Literature 1		PHYS 102	Introductory Physics
ENGL 145	ENGL 231	World Literature 2	PHYS 105	PHYS 101	Introductory Physics
ENGL 160	ENGL 225	English Literature (800-1750)	PHYS 110	PHYS 102	Introductory Physics
ENGL 165	ENGL 227	English Literature, 1750-Present	PHYS 205	PHYS 110	General Physics
GEOG 110	GEOG 101	Physical Geography: Earth's Surface Landscape	PHYS 210	PHYS 120	General Physics
GEOG 111	GEOG 101L	Physical Geography Lab: Earth's Surface Landscape	PHYS 215	PHYS 211	General Physics
GEOG 120	GEOG 105	Cultural Geography	POLS 110	POLS 101	American Political Institutions
GEOG 125	GEOG 110	World Regional Geography	POLS 120	POLS 200	Introduction to Political Theory
GEOG 130	GEOG 102	Physical Geography: Earth's Weather and Climate	POLS 130	POLS 103	Comparative Government
GEOG 140	GEOG 106	California Geography	POLS 140	POLS 201	Contemporary International Relations
GEOG 150	GEOG 201	Map Interpretation & GPS	PSY 110	PSY 101	General Psychology
GEOG 155	GEOG 205	Introduction to Geographic Information Systems	PSY 115	PSY 233	Personal and Social Adjustment
GEOG 160	GEOG 299	Special Topics - Field Geography	PSY 120	PSY 234	Abnormal Psychology
GEOL 100	GEOL 101	Physical Geology	PSY 130	PSY 212	Human Sexuality
GEOL 100L	GEOL 101L	Physical Geology Laboratory	PSY 150	PSY 201	Introduction to Physiological Psychology
GEOL 110	GEOL 102	Historical Geology	PSY 170	PSY 230	Social Psychology
GEOL 110L	GEOL 102L	Historical Geology Laboratory	PSY 180	PSY 236	Developmental Psychology
HIST 130	HIST 107	U.S. History, 1607-1877	PSY 200	PSY 200	Introduction to Research Methods in Psychology
HIST 140	HIST 108	U.S. History, from 1865	SOCI 110	SOC 101	Introduction to Sociology
HIST 150	HIST 104	Introduction to World Civilization, From Human Beginnings Until 1500	SOCI 115	SOC 112	American Social Issues: Problems and Challenges
HIST 160	HIST 105	Introduction to World Civilization, 1500-Present	SOCI 130	SOC 115	Marriage and Family Life
HIST 170	HIST 101	Western Civilization, From Human beginnings Until 1750	SOCI 150	SOC 110	Ethnic Relations
HIST 180	HIST 102	Western Civilization, 1750-Present	SOCI 160	AJ 206	Criminology
ITIS 120	CA 221	Computer Concepts and Applications in Business	SPAN 100	SPAN 101	Elementary Spanish 1
JOUR 100	COMM 105	Introduction to Mass Communication	SPAN 110	SPAN 102	Elementary Spanish 2
JOUR 110	JOUR 121	Beginning Journalism	SPAN 200	SPAN 201	Intermediate Spanish
KIN 101	KIN 191	First Aid and Emergency Care	SPAN 210	SPAN 202	Intermediate Spanish
MATH 140	MATH 148	Calculus for Business & Economics	SPAN 220	SPAN 110SS	Spanish for Heritage Speakers I
MATH 220	MATH 160	Calculus and Analytic Geometry	SPAN 230	SPAN 210SS	Spanish for Heritage Speakers II
MATH 250	MATH 220	Linear Algebra	THTR 111	THA 101	Introduction to Theatre
MUS 100	MUS 101	Music Appreciation	THTR 112	THA 101	Introduction to Theatre
MUS 110	MUS 111	Fundamentals of Music	THTR 151	THA 110	Fundamentals of Acting
MUS 130	MUS 151	Beginning Music Theory	THTR 152	THA 125	Intermediate Acting Workshop
MUS 135	MUS 153	Beginning Musicianship	THTR 173	THA 103	Introduction to Stage Lighting
MUS 140	MUS 251A	Intermediate Music Theory	THTR 191	THA 120A	Rehearsal and Performance: Drama
MUS 145	MUS 253A	Intermediate Musicianship	THTR 191	THA 120B	Rehearsal and Performance: Comedy
			THTR 191	THA 120C	Rehearsal and Performance: Musical Theatre
			THTR 191	THA 120D	Rehearsal and Performance: Children's Theatre