

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. Tom O’Neil, Dean ext. 6482

Administrative Assistant:

Cindy Kline ext. 6482

Adjunct Faculty:

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V.M.

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Program Description

The instructional aide program, 1) provides the student with the skills, knowledge, and understanding that is needed to become a successful paraprofessional 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.)

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	6-8
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, 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

Literacy Tutoring and Supervised Field Experiences

This course (ED 175) helps prepare pre-service teachers for entering credential programs at four-year institutions of higher education. The purposes of this early field experience course include helping students decide on teaching as a future career path, teaching students

research-based effective practices for Literacy (Reading and Writing) instruction at the Elementary (K-6) grade levels, and providing opportunities for college students to volunteer in local elementary school classrooms under the mentorship of a highly-qualified credentialed teacher.

Distinctive Features

The innovative design of this course (ED 175) provides the students with 60 hours of contact with elementary school children within a classroom setting, helping the college student learn how to effectively tutor children in reading and writing, under the supervision of both the credentialed classroom teacher and the College Faculty member. Through extensive experiential learning at the school site, the college students gather valuable experiences in learning how to tutor children, develop classroom management skills, and explore elementary school teaching as a potential career. All students must be cleared by the Department of Justice (fingerprinting) and local health care providers (TB testing) prior to assignment in any school classroom.

Career Options

The Literacy Tutoring course fulfills an early field experience requirement for students intending to complete a credentialing program at four-year schools of higher education. In addition, it gives them a solid foundation in effective practices used for the teaching of reading and writing.

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.

This survey course is designed for students wishing to enhance their understanding of the public school system or who are considering a career in education. The course includes an overview of the role of education as an institution in our society. Historical influences on education, responsibilities of teachers, certification requirements, and career opportunities are among the topics covered. A current TB clearance may be required. (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 175 LITERACY TUTORING AND SUPERVISED FIELD EXPERIENCE

(formerly same course as READ 175)

4 units

8 hours weekly

(2 hours lecture, 6 hours field)

Limitation on Enrollment: TB skin test clearance within the past year. Fingerprints are required by the State of California.

Prerequisite: Completion of ENGL 101.

This course provides early, supervised field experience in the public schools to develop familiarity with literacy development, instruction, classroom management, and other necessary teaching skills. Students work one-on-one and in group settings with elementary school children, under the supervision of the classroom teacher. Recommended for students interested in teaching elementary school. (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)**