

## Definition

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

## Staff

*Please dial (661) 722-6300, then the 4 digit extension.*

### Division:

Duane Rumsey, Dean	x.6482
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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 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  
(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, Intro. to Computers and Dig. Tech. <i>or</i> 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 <i>or</i> CFE 103, The Child in Family/Community Relationships	3
Program Electives	6-8
<b>Total</b>	<b>24-26</b>

### 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
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 [www.assist.org](http://www.assist.org)

### Prerequisite Completion

All prerequisite courses 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*

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, UC, AVC)

### ED 141 \*INTRODUCTION TO SPECIAL EDUCATION

*3 units*

*3 hours weekly*

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*

This course is designed for prospective special education and inclusion teachers, instructional aides, community volunteers and workers, or anyone interested in gaining a better understanding on educating the learning and intellectually disabled and behavior management. The course will range from an understanding of the educator’s role in meeting educational, ethical, and legal responsibilities to current theories and practices to adapt instruction and classroom environment to the specific needs of “learning disabled” and “intellectually disabled” students. (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)**