

Program Description

Child and Family Education is the study of three 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 of the home; and studies concerned with parenting in modern society.

The Child & 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 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.

Staff

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

Division:

Nate Dillon, Dean	x.6275
Casey Farris, Administrative Assistant	x.6482
Bettie Negrete, Clerical Assistant III	x.6482
Dr. Katarina Orlic-Babic, CDC Director	x.6250
Kimberly Barker, Department Chair	x.6118

Faculty:

Kimberly Barker	x.6118
Stephanie Peoples	x6840

Adjunct Faculty:

Geraldine Baden	V.M. 2544
Linda Brown	2268
Matt Case	2470
Etawnya Clifford	2120
Julie Ferebee	2270
Kelly Fountain	2307
Christine Goulet	2077
Bailey Kaufman	2570
Suzy Love	2920
Harriet Miles	2925
Dr. Katarina Orlic-Babic	6250
Gina Peterson	
Yvette Shadrick	2677
Dr. Regina Tillman	2055
Tiphani Thomas	2617
Tamarah Williams	2289

Career Options

Assistant Teacher	Elementary School Teacher
Child Development Specialist	Family and Child Counselor
Child Mental Health Specialist	Family Day Care Provider
Children's Center Supervisor	Infant/Toddler Teacher
Children's Center Teacher	Parent Education/Adult
Early Childhood Education Aide	Education
Early Childhood Education	Pediatric Worker
Director	Psychologist
Early Childhood Education	Social Worker
Teacher	

(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.

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. 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.

Required Courses (33 units):	units
CFE 101, Introduction to Early Childhood Education- Principles and Practices of Teaching Young Children	3
CFE 102, The Developing Child- Child Growth and Development	3
CFE 103, The Child in Family and Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children-Introduction to Curriculum	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 (Select 3 units):	units
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
DA 103, Beginning Modern Dance	1
NF 100, Nutrition	3
NF 102, Nutrition and Food for Children	3

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 (33 units):	units
CFE 102, The Developing Child- Child Growth and Development	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-Introduction to Curriculum	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 Electives	3
Total	33

Program Electives (Select 3 units):	units
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, Parenting: Infancy	3
CFE 151, Parenting: The Preschool Child	3
CFE 152, Parenting: The Elementary and Preadolescent Child	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

Child and Family Education

The requirements for an associate degree in Child and Family Education 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 principles 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.

Required Courses (33 units):	units
CFE 101, Introduction to Early Childhood Education- Principles and Practices of Teaching Young Children	3
CFE 102, The Developing Child- Child Growth and Development	3
CFE 103, The Child in Family and Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children-Introduction to Curriculum	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 (Select 3 units):	units
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
DA 103, Beginning Modern Dance	1
NF 100, Nutrition	3
NF 102, Nutrition and Food for Children	3

Recommended Pathway

Fall, First Semester	units
CFE 101, Introduction to Early Childhood Education- Principles and Practices of Teaching Young Children	3
CFE 102, The Developing Child- Child Growth and Development	3
GE requirement area D1 (ENGL 101)	3
GE requirement area E	3
Total	12
Spring, Second Semester	units
CFE 103, The Child in Family and Community Relationships	3
CFE 104, Literature for Children	3
CFE 106, Creative Experiences for Children-Introduction to Curriculum	3
GE requirement area B	3
GE requirement area D2	3-5
Total	15-17

Fall, Third Semester	units
CFE 105, Discovery-Based Education for Children	3
CFE 115, Guiding Children's Behavior	3
CFE 201, Child Development Practicum-Observation and Assessment	3
GE requirement area C	3-5
GE requirement area F	3
Total	15-17

Spring, Fourth Semester	units
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety, and Nutrition for the Young Child	3
Program Electives	3
GE requirement area A	3-5
Total	12-15
Total	60

School-Aged Child Care

The requirements for an associate degree in 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 principles 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.

Required Courses (33 units):	units
CFE 102, The Developing Child-Child Growth and Development	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 Electives	3
Total	33

Program Electives (Select 3 units):	units
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, Parenting: Infancy	3
CFE 151, Parenting: The Preschool Child	3
CFE 152, Parenting: The Elementary and Preadolescent Child	3
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 102, Nutrition and Food for Children	3

Recommended Pathway

Fall, First Semester	units
CFE 102, The Developing Child- Child Growth and Development	3
CFE 106, Creative Experiences for Children-Introduction to Curriculum	3
GE requirement area D1 (ENGL 101)	3
GE requirement area E	3
GE requirement area F (recommended SOC 116)	3
Total 15	
Spring, Second Semester	units
CFE 103, The Child in Family and Community Relationships	3
CFE 104, Literature for Children	3
GE requirement area B (recommended SOC 101)	3
GE requirement area D2 (recommended COMM 114)	3
Electives	3
Total 15	
Fall, Third Semester	units
CFE 105, Discovery-Based Education for Children	3
CFE 201, Child Development Practicum-Observation and Assessment	3
CFE 212, School Aged Programs	3
GE requirement area A (recommended BIOL 102)	4
Electives	2
Total 15	
Spring, Fourth Semester	units
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety, and Nutrition for the Young Child	3
CFE 213, Curriculum Strategies for School-Aged Programs	3
Program Elective (recommended CFE 115)	3
GE requirement area C (recommended ART 100)	3
Total 15	
Total 60	

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. A “P” (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

Required Courses	units
CFE 101, Introduction to Early Childhood Education Principles and Practices of Teaching Young Children	3
CFE 102, The Developing Child- Child Growth and Development	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

Recommended Pathway	
Fall, First Semester	units
CFE 101, Introduction to Early Childhood Education-Principles and Practices of Teaching Young Children	3
CFE 102, The Developing Child Child Growth and Development (CSU GE D)	3
CSU GE A2 (ENGL 101)	3
CSU GE E (recommended HD 101)	3
CSU GE C1 (recommended COMM 114)	3
	Total 15
Spring, Second Semester	
CFE 103 The Child in Family & Community Relationships (CSU GE D)	3
CFE 105, Discovery-Based Education for Children	3
CSU GE A3 (recommended PHIL 106)	3
CSU GE B4 (recommended MATH 115)	4
CSU GE C2 (recommended COMM 112)	3
	Total 16
Fall, Third Semester	
CFE 116, Diversity in Early Childhood Education	3
CFE 201, Child Dev. Practicum-Observation & Assessment	3
CSU GE A1 (recommended COMM 101)	3
CSU GE requirement area B1/B3 (recommended ASTR 101 & ASTR101L)	4
Elective	1
	Total 14
Spring, Fourth Semester	
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health, Safety & Nutrition for the Young Child	3
CSU GE B2 (recommended ANTH 101)	3
CSU GE F	3
CSU GE C1/C2 (recommended HIST 107 or 108 or 109 or 110)	3
	Total 15
	Degree Total 60

Note: If you are following a IGETC GE pattern, please see a counselor.

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

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.

Child and Family Education Courses

CFE 101 *INTRODUCTION TO EARLY CHILDHOOD EDUCATION- PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

3 units

3 hours weekly

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. Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Students will review theories of learning and development, philosophies of educating young children, assessment practices, the development of curriculum, and early childhood program models. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Developmentally appropriate practices and the interactive influences of culture, family, and individual needs on environmental and curriculum planning will be discussed. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. Students will conduct directed observations of early childhood programs in the community. (C-ID: ECE 120) (CSU, AVC)

CFE 102 *THE DEVELOPING CHILD- CHILD GROWTH AND DEVELOPMENT

3 units

3 hours weekly

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Completion of ENGL 101 or placement by multiple measures.

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. Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. 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. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. (C-ID: CDEV 100) (CSU, UC, AVC)

CFE 103 *THE CHILD IN FAMILY AND COMMUNITY RELATIONSHIPS*3 units**3 hours weekly*

Designed for students planning to work in early childhood and school-age settings, this course will examine the processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. The influence of diverse ethnicity, 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. (C-ID: CDEV 110) (CSU, UC, AVC)

CFE 104 *LITERATURE FOR CHILDREN*3 units**3 hours weekly*

Limitation on Enrollment: *A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.*

Advisory: *Completion of ENGL 101 or placement by multiple measures.*

Prerequisite: *Completion of CFE 102.*

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. (CSU, AVC)

CFE 105 *DISCOVERY-BASED EDUCATION FOR CHILDREN*3 units**3 hours weekly*

Limitation on Enrollment: *A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.*

Advisory: *Completion of ENGL 101 or placement by multiple measures.*

Prerequisite: *Completion of CFE 102.*

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. (C-ID: ECE 130) (CSU, AVC)

CFE 106 *CREATIVE EXPERIENCES FOR CHILDREN- INTRODUCTION TO CURRICULUM*3 units**3 hours weekly*

Limitation on Enrollment: *A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.*

Advisory: *Completion of ENGL 101 or placement by multiple measures.*

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. Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. 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*

Limitation on Enrollment: *A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.*

Advisory: *Completion of ENGL 101 or placement by multiple measures.*

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. (CSU, AVC)

CFE 109 *SUPERVISION AND ADMINISTRATION OF CHILDHOOD PROGRAMS I

3 units

3 hours weekly

Advisory: Completion of ENGL 101 or placement by multiple measures. On-the-job experience in preschool, day care, or before-and-after school age care.

Prerequisite: Completion of any six units in CFE courses.

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

Advisory: Completion of ENGL 101 or placement by multiple measures. On-the-job experience in preschool, day care, or before-and-after school age care.

Prerequisite: Completion of CFE 109.

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

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

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 need. This course is required for Master Teacher, Director, and Site Supervisor 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- INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS

3 units

3 hours weekly

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. 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. (CSU, AVC)

CFE 114 *MUSIC AND MOVEMENT EDUCATION FOR THE YOUNG CHILD

3 units

3 hours weekly

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Completion of ENGL 101 or placement by multiple measures.

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. (CSU, AVC)

CFE 115 *GUIDING CHILDREN'S BEHAVIOR

3 units

3 hours weekly

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Completion of ENGL 101 or placement by multiple measures.

Prerequisite: Completion of CFE 102.

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. (CSU, AVC)

CFE 116 *DIVERSITY IN EARLY CHILDHOOD EDUCATION*3 units**3 hours weekly*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Completion of ENGL 101 or placement by multiple measures.

Prerequisite: Completion of CFE 103.

This course will assist early childhood students and professionals in building inclusive, equitable and caring communities for learning. Examines the impact of various societal influences on the development of children's personal and social identity. Covers developmentally appropriate, inclusive, culturally relevant, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be explored. 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. (C-ID: ECE 230) (CSU, AVC)

CFE 120 *INFANT/TODDLER DEVELOPMENT*3 units**3 hours weekly*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Eligibility for ENGL 101 or placement by multiple measures.

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. A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development. 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*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Eligibility for ENGL 101 or placement by multiple measures.

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. 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 or placement by multiple measures.

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 or placement by multiple measures.

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 or placement by multiple measures.

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 or placement by multiple measures. 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 *STEP PARENTING AND BLENDED FAMILIES*1 unit**18 hours total*

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 or placement by multiple measures. 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 student's 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. (AVC) (R3)

CFE 201 *CHILD DEVELOPMENT PRACTICUM - OBSERVATION AND ASSESSMENT*3 units**6 hours weekly [1.5 lecture, 4.5 lab]*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be 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. Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. Students will 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. (C-ID: ECE 200) (CSU, AVC)

CFE 202 *CHILD DEVELOPMENT PRACTICUM - EMERGENT LEADERSHIP*3 units**6 hours weekly [1.5 lecture, 4.5 lab]*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be 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. Demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities. 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. (C-ID: ECE 210) (CSU, AVC)

CFE 211 *HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD*3 units**3 hours weekly*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: Completion of ENGL 101 or placement by multiple measures.

Prerequisite: Completion of CFE 101 and CFE 102.

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. Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Includes the teacher's role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management. (C-ID: ECE 220) (CSU, AVC)

CFE 212 *SCHOOL AGE PROGRAMS*3 units**3 hours weekly*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: 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*

Limitation on Enrollment: A current Livescan fingerprint clearance, TB clearance within the past year, and proof of immunization records may be required.

Advisory: 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 appropriate environments, reviewing school-age program models and designing developmentally appropriate and culturally diverse curriculum experiences for before and after school-age programs. (CSU, AVC)