

## 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:

*position vacant* 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

Kimberly Barker 2267

Matt Case 2470

Etawnya Clifford 2120

Julie Ferebee 2270

Stephanie Lester 2653

Suzy Love 2389

Harriett Miles 2920

Dr. Katarina Orlic-Babic ext. 6250

Diane Stein 2926

## 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.

## 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.

**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
<b>Total</b>	<b>33</b>

**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
<b>Total</b>	<b>33</b>

**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. Students who intend

to transfer are strongly encouraged to complete either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth (CSU GE) requirements. (See Graduation/Associate Degree Requirements and Transfer Information.)

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.

<b>Required Courses</b>	<b>units</b>
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*

<b>First Semester</b>	<b>units</b>
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
	<b>Total 15</b>

<b>Second Semester</b>	<b>units</b>
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
	<b>Total 15-17</b>

<b>Third Semester</b>	<b>units</b>
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
	<b>Total 15</b>

<b>Fourth Semester</b>	<b>units</b>
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
	<b>Total 15-16</b>

**CSU Transferable Elective Units to  
reach Degree Total 60**

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

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

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### 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.

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## Child and Family Education Courses

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### 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 childrens' 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**

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 \*STEP PARENTING 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)