School Catalog

July 2012 – July 2013

TABLE OF CONTENTS

1. COURSE DESCRIPTION/SYLLABUS 3
2. CLOCK HOURS OF INSTRUCTION 13
3. DESCRIPTION OF FACULT AND THEIR QUALIFICATIONS 13
4. ADMISSIONS POLICY 14
5. ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS 14 -
6. EXPERIENTIAL CREDITS 14 -
7. ORIENTATION 14 -
8. ATTENDANCE, TARDINESS, DROP-OUT, AND LEAVE OF ABSENCE POLICES 15 -
9. RE-ENTER STUDENT 15 -
10. GRADING & STUDENT ASSESSMENT POLICY 15 -
11. SATISFACTORY ACADEMIC PROGRESS POLICY 16 -
12. PROBATION AND DISMISSAL POLICIES 16 -
13. RULES OF OPERATION AND CONDUCT 16 -
14. ACCIDENT REPORTING 16 -
15. ADA-REASONABLE ACCOMMODATIONS POLICY 16 -
16. UNLAWFUL HARASSMENT POLICY & PROCEDURES 17 -
17. NOTICE CONCERNING TRANSFERABILITY OF CREDITS 17 -
18. BUYERS RIGHT TO CANCEL 18 -
19. STUDENT TUITION RECOVERY FUND (STRF) 19 -
20. QUESTIONS 19 -
21. STUDENT COMPLAINT PROCEDURE 19 -
22. THE INSTITUTION'S POLICY CONCERNING 19 -
23. STUDENT SERVICES 20 -
24. ENGLISH AS A SECOND LANGUAGE 21 -
25. APPROVAL STATEMENT - 21
26. ACCREDITATION 21
27. NOTICE OF CANCELATION 21
28. GOVERNANCE 21
29. FINANCIAL STABILITY 21
30. ENROLLMENT CONTRACT 22

AS A PROSPECTIVE STUDENT, YOU ARE ENCOURAGED TO REVIEW THIS CATALOG PRIOR TO SIGNING AN ENROLLMENT AGREEMENT. YOU ARE ALSO ENCOURAGED TO REVIEW THE SCHOOL PERFORMANCE FACT SHEET, WHICH MUST BE PROVIDED TO YOU PRIOR TO SIGNING AN ENROLLMENT AGREEMENT.

COURSE DESCRIPTION/SYLLABUS

A. - Course Title: Early Childhood Education Professional Program of Study Diploma.

B. - Mission Statement.

The mission of California College of Early Childhood Education is to instruct students on campus or online to such competency levels that they are qualified for initial employment and/or career advancement in the Early Childhood field.

Our purposes are to provide the student with:

- Basic skills to supervise and teach small children in a licensed child care center.
- The necessary course work to qualify for employment/advancement under Title 22 regulations.
- Meet the needs of the children through proper care and supervision.
- Perform duties related to nutrition, housekeeping, health, and safety.
- Devise plans and implement procedures to accommodate play, rest, eating, toileting, and group supervision as well as individual attention throughout the preschool day.

Our objectives are to prepare the student to:

- Perform the tasks associated with the operation of child care center in a safe and effective manner.
- Fulfill the role of child supervision in a professional manner.
- Relate to other workers, parents, and volunteers appropriately and professionally.

C. - Professional Licensure.

None of the educational services offered lead to occupations that require licensure. California does not license individual child care workers. Rather a license is issued to a set of circumstances including personnel qualification among other criteria. Childcare workers are given a "passport" evaluation for various levels of qualifications focused on educational semester units and lengths of experience.

D. - Programs That Lead to Professions

Diploma & Occupational Certificates

<u>Early Childhood Education Professional Program of Study Diploma</u>

24 units (All 8 modules) – Upon completion, students will be able to qualify for all of the below occupational - certificates. Occupational certificates allow students to gain experience while working towards a Diploma. -

Occupational Certificates are offered for the following Job Titles for which the Education Service Prepares Students. -

<u>Preschool Substitute Teacher</u> certificate –

6 units (Any 2 modules from the following – ECE101, 102, 103, 104, 107, 108) -

The 6 unit Substitute Teacher qualifications can be helpful for a center to cover absences. As an example, some child care centers want office staff to qualify as substitutes only to give teachers breaks and/or cover absences. Some students who come to California College of Early Childhood Education complete their objective with 6 units. That's all they want. Perhaps they cook or drive the van or work in the office and don't want to fully qualify as a preschool teacher.

Preschool Teacher certificate –
12 units (All 4 core modules – ECE101, 102, 103, 104) -

Infant and Toddler Teacher certificate –
15 units (All modules – ECE101, 102, 103, 104, 105) -

Preschool Center Director Training certificate –
15 units (All modules – ECE101, 102, 103, 104, 106) -

15 units with Supervision/Administrative. Note: This certificate meets only the education requirement. To serve as - director the experience required is 4 years of verifiable experience in a licensed child care center. Each year's experience must be in a calendar year, a minimum of 100 days at a minimum of 3 hours per day.

Infant Center Director Training certificate –
18 units (All modules – ECE101, 102, 103, 104, 105, 106) -

The Director of an Infant Center must meet all the above requirements plus have 3 units in Infant Care. Caring for - infants is a high level of responsibility and therefore requires more training. -

E. - Length of Education Service – Total Clock Hours 495.

F. - Sequence, Frequency, and Modalities of Instructions.

- The student may begin the program at the beginning of any module.
- Face to Face classes are scheduled on Saturdays from 8:30am to 4:00pm. Each module includes an additional 10 hours of readings and projects.
- High tech virtual online classes.
  - Classes are taught in a virtual interactive real-time environment.
  - Your instructor will be in the virtual interactive classroom with you and your classmates.
  - Virtual interactive study halls are open 24/7 for you and the members of your study group.
  - Course materials, training videos, and links to research sites.
  - Students can schedule personal meetings with teachers via the student's virtual classroom portal.
- Devices required. Students will need the following to take part in Virtual Interactive online Classes:
  - High speed Internet access 3MBS/SCC download minimum.
  - Web cam.
  - Basic computer skills.
  - Headphone with microphone (recommended).
- Each online module consists of 45 clock hours as following:
  - 20 hours are interactive online with the instructor and the whole class. The class is schedule 4 hours each Saturday, either 8:00am – 12:00pm or 12:30pm – 4:30pm. Classes are also offered Tuesday and Thursday nights 7-9pm.
  - 15 hours are for individual online time reading text books, watching videos, outlining the material, and testing.
  - 10 hours are spent online in groups doing projects.
  - Note: Each instructor has 2 office hours available each week for individual instruction with students.
  - In some cases it may take more than the allowed time to complete assignments. Time spent online is automatically logged for each student.
  - The final exam will consist of 50 true/false questions (1 point each) and 25 multiple choice questions (2 points each).

Seven days that elapse between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of it's response or evaluation.

G. - Educational Program

ECE101 – Intro. to ECE Curriculum

- Educational Objective: To provide an introduction to methods and developmentally appropriate practices to help facilitate learning.
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. On-line classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- Janet Gonzalez-Mena, Foundations of Early Childhood Education, 4th Edition, The McGraw-Hill Companies, Inc., New York, NY, 2008, ISBN: 978-0-07-352587-7.

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

Sessions 1-2 - Chapter 1: Early Childhood Education as a Profession
Chapter 2: First Things First: Health and Safety through Observation and Supervision
Chapter 3: Communicating with Young Children

Sessions 3-4 - Chapter 4: Facilitating Young Children's Work and Play -
Chapter 5: Guiding Young Children's Behavior -
Chapter 6: The Teacher as Model -

Sessions 5-6 - Chapter 7: Modeling Adult Relationships in Early Childhood Settings -
Chapter 8: Setting up the Physical Environment -
Chapter 9: Creating a Social-Emotional Environment -

Sessions 7-8 - Chapter 10: Routines
Chapter 11: Developmental Tasks as the Curriculum: How to Support Children Stages
Chapter 12: Observing, Recording, and Assessing

Sessions 9-10 - Chapter 13: Language and Emergent Literacy -
Chapter 14: Providing Developmentally Appropriate Experiences in Math/Science -
Chapter 15: Integrating Art, Music, and Social Studies into a Holistic Curriculum -

Instructional mode or methods in either face to face or online format:

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
  - Mah,Ronald (Producers). (2006). *Developmental Theories II* [DVD]. Available from http://www.FixedEarthFilms.com. 38 min

- Mah, Ronald (Producers). (2006). *Basic Rules of Development Theories* [DVD]. Available from http://www.FixedEarthFilms.com. 46 min
- Mah, Ronald (Producers). (2006). Understanding Children … Understanding Behavior… For More Effective Discipline [DVD]. Available from http://www.FixedEarthFilms.com. 57 min

ECE102 – Child, Family, & Community

- Educational objective: The roles and interactions of family members are examined and Cultural diversity is explored.
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- Janet Gonzalez-Mena, The Young Child in the Family and the Community, 4th Edition, Pearson Education, - Inc., Upper Saddle River, NJ, 2006, ISBN: 0-13-118921-2. -

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

Sessions 1-2 -	Chapter 1: Attachment
	Chapter 2: Autonomy
	Chapter 3: Initiative
Sessions 3-4 -	Chapter 4: Self-Esteem
	Chapter 5: Goals, Values, and Culture
	Chapter 6: Child Care, an Extension of the Family
Sessions 5-6 -	Chapter 7: Disciplining for High Self-Esteem
	Chapter 8: Accepting Feelings
	Chapter 9: Problem Solving
Sessions 7-8 -	Chapter 10: Strokes and Affirmations
	Chapter 11: Modeling and Teaching Gender Roles
	Chapter 12: Stress and Success in the Family
Sessions 9-10 -	Chapter 13: Community Resources
	Chapter 14: Socializing Agents
	Chapter 15: Social Policy Issues

Instructional mode or methods in either face to face or online format:

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
  - Mah, Ronald (Producers). (2006). Temperament and Personality Affecting Behavior and Relationships [DVD]. Available from http://www.FixedEarthFilms.com. 96 min

- Mah, Ronald (Producers). (2006). Building Self-Esteem in the Adult-Child System [DVD]. Available from http://FixedEarthFilms.com. 78 min

ECE103 – Child Development

- Educational Objective: The basic concepts in child development and temperament differences are studied - plus the importance of adult/child and child/child interactions in building self-esteem.
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods or (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. On-line classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- John W. Santrock, Child Development, 13th Edition, The McGraw-Hill Companies, Inc., New York, NY, 2011, ISBN: 978-0-07-353208-0 -

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

Sessions 1-2 -	Chapter 1: The Nature Child Development -
	Chapter 2: Biological Processes, Physical Development, and Perceptual Development -
	Chapter 3: Prenatal Development and Birth -
Sessions 3-4 -	Chapter 4: Physical Development and Health -
	Chapter 5: Motor, Sensory, and Perceptual Development -
	Chapter 6: Cognitive Development Approaches -
Sessions 5-6 -	Chapter 7: Informational Processing -
	Chapter 8: Intelligence -
	Chapter 9: Language Development -
Sessions 7-8 -	Chapter 10: Emotional Development -
	Chapter 11: The Self Identity -
	Chapter 12: Gender -
	Chapter 13: Moral Development -
Sessions 9-10 -	Chapter 14: Families -
	Chapter 15: Peers -
	Chapter 16: Schools and Achievement -
	Chapter 17: Culture and Diversity -

Instructional mode or methods in either face to face or online format:

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos
    - Meridian Education Corporation (Producers). (2004). Intellectual Development: The First Five Years [DVD]. Available from http://www.films.com. 21 min

- Meridian Education Corporation (Producers). (2004). Physical Development: The First Five Years [DVD]. Available from http://www.films.com. 19 min
- Magna Systems (Producers). (2008). Preschoolers Social & Emotional Development [DVD]. Available from http://www.magnasystems.com. 21 min
- Magna Systems (Producers). (2008). Preschoolers Physical Development [DVD]. Available from http://www.magnasystems.com. 21 min
- Magna Systems (Producers). (2008). Preschoolers Cognitive Development [DVD].Available from http://magnasystems.com. 24 min

ECE104 – Hands-on-Curriculum

- Educational Objective: An understanding of creativity and learning experiences in child development - curriculum. Includes creating a weekly curriculum schedule.
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- Claudia Eliason and Loa Jenkins, A Practical Guide to Early Childhood Curriculum, 7th Edition, Pearson - Educations, Inc., Upper Saddle River, NJ, 2003, ISBN: 0-13-094518-8. -

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

Sessions 1-2	Part 1: Introduction to Early Childhood Education (p.3-106) -
Sessions 3-4	Part 2: Personal and Social Development (p. 107-188) -
Sessions 5-6	Part 3: Cognitive and Literacy Development (p. 189-350) -
Sessions 7-8	Part 4: Aesthetic and Creative Development (p. 351-410) -
Sessions 9-10	Class Presentations -

Instructional mode or methods in either face to face or online format:

- Hands-on-Curriculum development and creative arts
- Simulated teaching presentations
- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case Studies
- Videos:
  - Meridian Education Corporation (Producers). (1991). Importance of Play [DVD]. Available from http://www.films.com. 10 min
  - Meridian Education Corporation (Producers). (1995). Communicating with Preschool Children [DVD]. Available from http://www.films.com. 20 min
  - Meridian Education Corporation (Producers). (2004). Art and Music for Preschoolers [DVD]. Available from http://www.films.com. 20 min

- Mah, Ronald (Producers). (2006). Just Playing is Just Great [DVD]. Available from - http://www.FixedEarthFilms.com. 38 min -

ECE105 – Infant/Toddler Development

- Prerequisite: Any 2 classes (6 units)
- Educational Objective: Physical, cognitive, emotional & social development of infants and toddlers.
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- Janet Gonzalez-Mena and Dianne Widmeyer, Infant, Toddlers, and Caregivers, 7th Edition, The McGraw-Hill Companies, Inc, New York, NY, 2007, ISBN: 978-0-07-313129-0.

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those are measured:

Sessions 1-2	Chapter 1: Basic Infant Care -
	Chapter 2: What Infant Toddler Education Is -
Sessions 3-4	Chapter 3: Caregiving as a Curriculum -
	Chapter 4: Play as Curriculum -
Sessions 5-6	Chapter 5: Attachment -
	Chapter 6: Perception -
Sessions 7-8	Chapter 7: Motor Skills -
	Chapter 8-9: Cognition and Language -
Session 9	Chapter 10-11: Emotions and Social Skills -
	Chapter 12: Setting up the Physical Environment for Infant/Toddlers -

Instructional mode or methods in either face to face or online format:

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
  - Learning Seed (Producers). (2009). Toddlers Social & Emotional Development [DVD]. Available from http://www.learningseed.com.
  - 28 min
  - Learning Seed (Producers). (2009). Toddlers Physical Development [DVD]. Available from http://www.learningseed.com. 29 min
  - Learning Seed (Producers). (2009). Toddlers Cognitive Development [DVD]. Available from http://www.learningseed.com. 26 min
  - Magna Systems (Producers). (2003). Early Relationships [DVD]. Available from - http://www.magnasystems.com. 19 min -

- Magna Systems (Producers). (2003). Beginnings of Cognition and Languages [DVD]. Available from http://www.magnasystems.com. 29 min
- Magna Systems (Producers). (2003). Emotional and Social World [DVD]. Available from http://www.magnasystems.com. 15 min

ECE106 – Child Care Center Supervision & Administration

- Prerequisites: Any 2 classes (6 units) except ECE105, ECE107, and ECE108.
- Educational Objective: To provide an introduction to leadership/management of the child care center. Included are dealing with Community Care Licensing, selecting staff, and controlling the budget. -
- Length of educational program: 45 clock hours.
- Sequence and frequency of class sessions: Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

- Celia A. Decker, John R. Decker, Nancy K. Freeman, and Herman T. Knopf, Planning and Administering Early - Childhood Programs, 9th Edition, Pearson Education, Inc., Upper Saddle River, NJ, 2009, ISBN: 978-0-13-513549-5. -
- Thelma Harms, Richard M, Clifford, and Debby Cryer, Early Childhood Environment Rating Scale, Revised - Edition, Teachers College Press, New York, NY, 2005, ISBN: 978-0-8077-4549-6. -
- Title 22 Regulations – Website: http://www.dss.cahwnet.gov/ord/p6240.htm

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

Sessions 1-2 -	How to read Title 22 Regulations for a Preschool Center Highlights of Title 22 Regulations for Infant Center, a Toddler Component, and a School Age Program
Sessions 3-4	Chapter 1-4: Constructing the Program's Framework - Chapter 5: Leading and Managing Personnel -
Sessions 5-6	Chapter 6: Creating Quality Learning Environments - Chapter 7: Financing and Budgeting -
Sessions 7-8	Chapter 8: Marketing Your Program - Chapter 9: Planning the Children's Program -
Sessions 9-10	Chapter 10: Providing Nutrition, Health, and Safety Services - Chapter 11-13: Assessment, Working with Families, and Contributing to the Profession -

Instructional mode or methods in either face to face or online format:

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:

- Harms,Thelma & Cryer, Debby (Producers). (2006). Video Observations for the Early Childhood Environment Rating Scale [DVD]. Available from http://www.tcpress.com. 36 min
- Magna Systems (Producers). (2002). Coping With Challenging Behavior [DVD]. Available from http://www.magnasystems.com. 29 min
- Mah, Ronald (Producers). (2006). Developmentally Appropriate Practice and Growth [DVD]. Available from http://www.FixedEarthFilms.com. 44 min
- Mah, Ronald (Producers). (2006). Victims, Abusers/Bullies, & Survivors: The Dynamics of Self-Esteem in Aggression and/or Violence [DVD]. Available from http://www.FixedEarthFilms.com. 74 min
- Mah, Ronald (Producers). (2006). Temper Tantrums!! "The One Minute Temper Tantrum Solution!" [DVD]. Available from http://www.FixedEarthFilms.com. 43 min
- Mah, Ronald (Producers). (2006). Childhood Stress [DVD]. Available from - http://www.FixedEarthFilms.com. 44 min -

ECE107 – Intro. to ECE Environment

- Verification of hours and student assessment.
- Educational Objective: Work experience in a licensed childcare center or a large Family Day Care under the - direct supervision of a fully qualified licensee or representative. -
- Length of educational program: 135 clock hours.
- Sequence and frequency of lessons or class sessions: May be scheduled anytime during the year.

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

ECE107 Work Experience Student Review

0 = Unacceptable 1 = Needs Improvement 2 = Average 3 = Very Good	4 = Excellent
1. Arrives on time ready to work	
2. Performs cleaning chores: cleans tables, floors, sinks, toilets, etc.	
3. Allows children freedom to function & explore independently	
4. Ability to be aware of the entire class even when working with one child	
5. Sits or stoops to child's level most of the time	
6. Acts quickly to prevent accidents or aggressive incidents	
7. Responds sympathetically to help upset children	
8. Accepts directions without needless resistance or theorizing	
9. Doesn't keep children waiting more than 3 minutes during a transition	
10. Maintains visual observation of each child at all times	
Total Scores	

Student's self-evaluation reflection:

1. - What I learned about myself as a teacher and as a person.
2. - What I learned about children.
3. - What I learned about teaching.
4. - What I learned about interacting with the public.
5. - What I learned about personal and/or professional commitment.

6. What I learned about spontaneous teaching. -

Instructional mode or methods:

One on one instructional training between the student and the ECE teacher assigned by the center director.

ECE108 – Childcare Provider Practicum

- Educational Objective: Practicum teaching in the preschool classroom; planning, teaching, and leading activities in a licensed child care setting. -
- Length of educational program: 90 hours.
- Sequence and frequency of lessons or class sessions: May be scheduled anytime during the year.

Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured and instructional mode or methods:

- Student teachers must spend 90 hours in a licensed child care facility under the review of the licensee or - representative. The 90 hours cannot be simply 90 hours. Hours must focus on curriculum and - implementation over the period of four weeks, three hours per day. -

ECE108 Work Experience Student Review

0 = Unacceptable 1 = Needs Improvement 2 = Average 3 = Very Good	4 = Excellent
1. Plans and implements developmentally appropriate learning experiences and activities.	
2. Utilizes various classroom materials and teaching approaches that reflect knowledge of child development theories and children's learning styles.	
3. Is well organized in the development and implementation of curriculum plans. Prepares materials in advance for curriculum activities.	
4. Clearly enjoys the teaching role. Makes learning fun for children as well.	
5. Allows and encourages all children to develop a sense of independence.	
6. Respects and listens to children.	
7. Demonstrates a commitment to working together to build a strong and cohesive team. Takes initiative in developing relationships of mutual respect, trust, and support.	
8. Communicates openly and effectively.	
9. Assumes his/her share of classroom responsibility.	
10. Shares in the non-teaching responsibilities and tasks of teaching (e.g., feeding the pets, cleaning the kitchen).	
Total Scores	

Student's self-evaluation reflection:

1. What I learned about myself as a teacher and as a person.
2. What I learned about children.
3. What I learned about teaching.
4. What I learned about interacting with the public.
5. What I learned about personal and/or professional commitment.
6. What I learned about spontaneous teaching.

CLOCK HOURS OF INSTRUCTION

Courses	Early Childhood Education Certificate Program	Clock Hours
ECE101	Intro. to ECE Curriculum (Lecture) – Required	45
ECE102	Child, Family & Community (Lecture) – Required	45
ECE103	Hands-on-Curriculum (Lecture) – Required	45
ECE104	Child Development (Lecture) – Required	45
ECE105	Infant/Toddler Development (Lecture) – Elective	45
ECE106	Child Care Center Supervision & Administration (Lecture) – Elective	45
ECE107	Intro. to ECE Environment (Field Training)	135
ECE108	Childcare Provider Practicum (Field Training)	90
	Total Clock Hours	**495**

DESCRIPTION OF THE FACULTY AND THEIR QUALIFICATIONS

The Director -

California College of Early Childhood Education was founded by B. Lee Campbell in 2002. He has more than 30 years of experience in child care field. Dr. Campbell, a fully qualified Preschool Director, owns and operates Noah's Ark Preschools with seven locations along the California Coast between San Francisco and Santa Barbara, plus Sacramento. Prior to this work, he was a Salvation Army Officer and a Pastor with the Church of the Nazarene. His educational attainments include:

- Graduate of the Salvation Army School for Officers Training, 1970
- Th. B. Degree from Grace Bible Institute, 1979
- M.A. Degree from Simpson College, 1991
- M. Min. Degree from Point Loma Nazarene College, 1996
- Th. D. Alpha University, 2012

Instructors

Amy Campbell, Assistant Director & Chief Education Officer, has been working in the Early Childhood Education field for over 14 years. She was a director of a preschool in Palo Alto for 5 years. She has a B.A. degree in Human Development from Pacific Oaks College in Pasadena, California. Amy is currently working on her Master's degree at Pacific Oaks College in Human Development with a specialization in Leadership in Education and Human Services, a sub-specialization in College Teaching/ Teaching Adults. Her expected completion is 2013.

Hue Huynh, has a Master of Arts degree in Early Childhood Education, from Central Connecticut State University in New Britain, Connecticut. She has worked in the field of Early Childhood Education for 12 years. Hue has been a director for five years, and was a teacher at Solano Community College for 4 years. She taught the following classes: Infant/Toddler Development, Introduction to Early Childhood Education, and Human Growth & Development. She has presented at various workshops including the East Bay Association for Education of Young Children.

Ann Selga, has a B.A. degree in Social Science and a Master's degree in Child and Adolescent Development from San Jose State University. Her experience includes working 8 years at a preschool in Atherton, CA; 3 of those years as a director. She currently is employed as a full-time Pre-K Teacher in San Francisco, CA.

Daisy Hsieh, graduated from the University of California, Davis, with a Bachelor of Science degree in Human Development with an emphasis in Child Development. She has 20 years of experience working with young children, school age children, and children with special needs. She has operated three of her own preschools serving children from 18 months to 5 years old. Currently, she works as a director overseeing 3-5 years old children. She also had the opportunity to teach at the Professional Association of Childhood Educators, Conferences, and the University of California, Davis extension.

ADMISSIONS POLICY

California College of Early Childhood Education does not admit foreign students and is therefore removing the English - Exam requirement for admission.

The new admission standard is: Each student admitted shall possess a high school diploma or its equivalent. -

Acceptable Proof Of High School Graduation or Equivalency:

1. - Copy of actual high school diploma or GED equivalency diploma.
2. - Copy of high school transcript that indicates date of graduation.
3. - Letter from the high school indicating date of graduation.
4. - Copy of college transcript indicating high school graduation (please note that the college transcript must indicate the name of the college on it – some transcripts printed from the website do not have the college on the transcript).
5. - A copy of an academic transcript that indicates the student successfully completed a program that is acceptable for full credit toward a professional certificate or degree.
6. - Copy of college certificate of completion or diploma.
7. - Copy of college transcript indicating date and possession of a Degree (please note that the college transcript must indicate the name of the college on it – some transcripts printed from the website do not have the college on the transcript).
8. - Letter from the college indicating possession of a Degree and date of graduation.
9. - Copy of Teacher's Certificate/Permit or Teaching Assistant Credential/Permit.
10. - Copy of foreign diploma and/or transcript must be translated by someone other than the individual (may be a family member). Translation must indicate the possession of a degree and date of graduation. It must include an affirmation statement that the information is true under the penalties of perjury and it must be signed by the translator and notarized.

Note: A college transcript showing completion of some college courses does not prove high school graduation—it must show completion of high school on it, completion of a certificate, diploma, or degree.

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

The admission office determines acceptability of transfer credit from other institutions. Courses of equivalent content from an accredited or recognized institution will transfer. Students may transfer in up to three units short of the certificate desired. Students have to take at least 3 units with California College of Early Childhood Education.

EXPERIENTIAL CREDITS

This institution does not award credit for prior experiential learning.

ORIENTATION

- **New Student Orientation** is conducted by the instructor the first day of the module.
- **New Student Technology Orientation** for the online modules is conducted the Friday before the module starts.

ATTENDANCE, TARDINESS, DROP-OUT, AND LEAVE OF ABSENCE POLICIES

- **Attendance** is a primary factor in successful course completion. Fifty percent of the grade is attendance based. This institution requires that a student attend a minimum of 80% of scheduled classes.
- **Tardiness** – Each quarter hour of tardiness costs the student 1 percentage point. Tardiness is rounded to the nearest quarter hour. Therefore, 7 minutes rounds down to equal no penalty, 8 minutes rounds up to equal one-quarter hour.
- **Drop-out** occurs when the student fails to show for class after the fourth absence. The student will be graded an "F" and needs to repeat the course to gain credit and have the "F" removed from their record. The student who finds it necessary to dropout should contact the college as soon as possible and arrange to "withdraw" from the course or ask for an "incomplete" grade and arrange with the instructor to complete the course via book reviews and written reports. These shall be arranged on a case-by-case basis depending on the student's situation.
- **Leave-of-absence** may be granted for a variety of life situations which make it impossible for the student to continue in the course. A leave-of-absence may be granted for up to one year, allowing the student to repeat the course when it is offered again.

RE-ENTRY STUDENT

A student who re-enters a module after an absence is required to start at the beginning of the module.

GRADING & STUDENT ASSESSMENT POLICY

The institution's grading system is based on a 4.0 point system, a well-known grading system accepted by many of the colleges. According to this system, a statistical distribution of the class is done and the grading is done in the form of the quartile and a proof of meeting the class's minimum requirements.

A	4.0	Excellent
B	3.0	Good
C	2.0	Average
D	1.0	Below Average
F	0.0	Failing
W	(Not Calculated)	Withdraw
I	(Not Calculated)	Incomplete

GPA is calculated by multiplying the number of units of each class by the total number of classes and the respective grades. Then, the product is divided by the number of units.

Student Assessment & Grading – Lecture Based Modules

- ECE101: Intro. to ECE Curriculum
- ECE102: Child, Family and Community
- ECE103: Child Development
- ECE104: Hands-on-Curriculum
- ECE105: Infant/Toddler Development
- ECE106: Child Care Center Supervision and Administration
- Attendance and participation (50%) – Class attendance and participation is necessary both to discussion and in gaining understanding of the conceptual issues presented.

- Homework (20%) – Thoroughly read the required textbook and complete assignments before class. As you read, pay critical attention to the major points/emphases of the material. You will be asked to integrate aspects of your reading in class discussions.
- Exams (30%) – Exams are given each week. A Final Exam is also given on the last day of class.

Grading – <u>Lecture Based Modules</u>

- Class Participation (50%)
- Homework Assignments (20%)
- Exams (30%)

SATISFACTORY ACADEMIC PROGRESS POLICY

In order to continue in the course, students must maintain a GPA of 2.0 or higher.

PROBATION AND DISMISSAL POLICIES

You must attain least a 2.0 grade point average. Academic probation warns you that your academic performance is below average, and that you must improve your grade point average. You are given a probationary period of one module to demonstrate that you can indeed make successful academic progress. When your grade point average reaches 2.0 you are removed for academic probation. Earning only grades "F," "I," and/ or "W" for two consecutive modules or any three modules.

RULES OF OPERATION AND CONDUCT

It is essential that the students participate in the learning environment of the college and refrain from any activities which disrupt the flow of education at the institution. The administration reserves the right to dismiss a student for any of the following reasons:

1. - Continual disregard for the rules and regulations of the school.
2. - Not showing academic progress.
3. - Failure to pay the course tuition, fees, and charges.
4. - Attending classes while under the influence or effects of alcohol, drugs or narcotics of any kind.
5. - Bringing concealed or dangerous weapons to school.
6. - Disorderly conduct that interferes with the academic pursuit of the school and its students and instructors.
7. - Solicitation of any products or services.

ACCIDENT REPORTING

Any accident on the campus must be reported immediately and the instructor will immediately contact the director. There is a form to be completed in the first aid kit on top of the refrigerator.

ADA-REASONABLE ACCOMMODATIONS POLICY

The college will make every effort to accommodate disabled students. The student needs to be aware that if he or she is seeking employment, the following duties statement is typical. -

Must be able to communicate to a child's eye level, maintain eye contact at child's level, stand tall enough to lift children - on the highest piece of equipment, lift a minimum of 75 pounds in an emergency. -

1. - Must have visual acuity to see and supervise children for a distance of 50 feet.
2. - Must be able to hear children speaking in a normal tone and any alarms.
3. - Must be able to reach a child 40 feet away within 20 seconds without danger to own health and able to travel - throughout the school effortlessly and be able to evacuate the children in an emergency. -

UNLAWFUL HARASSMENT POLICY & PROCEDURES

California College of Early Childhood Education is committed to maintaining the community as a place of work and study for faculty, administrators, staff, and students, free to sexual and other unlawful harassment, intimidation, and exploitation. The college does not tolerate behavior that constitutes sexual or other unlawful harassment of any member(s) of the college community.

The college remains committed to providing an environment free of sexual harassment and harassment because of race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity or expression, medical condition (cancer-related or genetic condition), disability and/or any other status protected by law. Prohibited harassment in any form, including verbal and physical conduct, visual displays, threats, demands, and retaliation is unlawful and will not be tolerated.

Tuition and Fees

ECE Modules (3 units each)		**Non-Refundable** (include in tuition cost)	**Tuition** ($120.83 per unit)	**Online** (120.83 per unit) Plus tech fee $49.95
Registration Fee		$200		
ECE101	Intro. to ECE Curriculum		$350.00	$399.95*
ECE102	Child, Family & Community		$350.00	$399.95*
ECE103	Child Development		$350.00	$399.95*
ECE104	Hands-on-Curriculum		$350.00	$399.95*
ECE105	Infant/Toddler Development		$350.00	$399.95*
ECE106	Child Care Center Supervision & Administration		$350.00	$399.95*
ECE107	Intro. to ECE Environment		$350,00	$350.00
ECE108	Childcare Provider Practicum		$350.00	$350.00
	Total	$200	**$3,000**	**3,299.70**

This chart indicates:

- The total cost of tuition fees and all other charges and expenses necessary for the term of instruction and the completion of the course of study, including cost of equipment.
- The total cost of tuition over the entire period. -
- *Includes $49.95 per module for the technology—Webstar E-campus. -

NOTICE CONCERNING TRANSFERABILITY OF CREDITS

"The transferability of credits you earn from CCECE (California College of Early Childhood Education) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificates you earn in Early Childhood Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you contacting an institution to which you may seek to transfer after attending CCECE to determine if your credits will transfer."

BUYERS RIGHT TO CANCEL

A. - Tuition Refund upon Cancellation prior to First Day of Instruction

The institution for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee, if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later. The institution advises each student that any notification of withdrawal or cancellation and any request for a refund is required to be made in writing.

B. - Tuition Refund Policy

The institution shall refund the unused portion of tuition fees and other charges if the student does not register for the period of attendance or withdraws there from at any time prior to completion of the course, or otherwise fails to complete the period of enrollment. The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund.

The refund shall be calculated as follows:

1. -Deduct a registration fee
2. -Divide this figure by the number of hours in the program.
3. -The quotient is the hourly charge for the program.
4. -The amount owed by the student for the purpose of the calculation of a refund is derived by multiplying the total hours attended by the hourly charge for instruction plus the amount of the registration fee specified in paragraph (1).
5. -The refund shall be any amount in excess of the figure derived in paragraph (4) that was paid by the student.

C. - Tuition Refunds and Time for Payment

The institution shall pay refunds due on a reasonable or timely basis, not to exceed 45 days following the date upon which the student's withdrawal has been determined.

D. - Statement of Calculations regarding Refund Policy

Registration: $200 ($25 each class)	Nonrefundable.
Tech Fee: $49.95 (online only)	Nonrefundable.
Tuition Fee: $116.67 per unit	Refundable for students who have completed 60 percent or less of the course of instruction at the rate of $7.78 per lecture hour if the student decides to withdraw.

For example, if a student decides to withdraw from a lecture module (45 hours) after attending 10 hours, the refund - would be 35 hours times the rate of $7.78 per hour = $272.30.

If a student decides to withdraw at any time prior to completion from a field training course, the entire tuition will - be refunded. -

The student has the right to cancel the enrollment agreement and obtain a refund by sending written notice to Mr. Campbell, California College of Early Childhood Education at PO Box 7030, San Mateo, CA 94403. -

Mailed notification will be calculated for refund beginning on the date post marked. Please provide a self-addressed, stamped envelope for the college to send your refund check to you. -

STUDENT TUITION RECOVERY FUND (STRF)

CCECE does not collect a STRF assessment of fifty cents ($.50 per one thousand dollars (1,000)) because CCECE provides 100% refund, less a reasonable deposit or application fee not to exceed two hundred fifty dollars ($250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment.

QUESTIONS

If deemed desirable, complaints may be made in written form and addressed to the attention of Mr. Campbell at California College of Early Childhood Education, 2333 S. El Camino Real, P.O. Box 7030, San Mateo, CA 94403.

Any Questions a student may have regarding this catalog that have not been satisfactory answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr. #400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, (888) 370-7589 Fax (916)263-1897

STUDENT COMPLAINT PROCEDURE

Any questions or problems concerning this school should be brought to the attention of Mr. B. Lee Campbell. He may be contacted at (650) 349-3370.

A student, or any member of the public, may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov

THE INSTITUTION'S POLICY CONCERNING

Admission Policies, Record Retention, and School Location

Admission Policies

A. - General Criteria for admission are:

- Student must have a high school, or earned a GED and be at least 18 years of age.
- No ability-to-benefit students will be admitted into the intuition.
- Student must pay all related fees, as stated in the current fee schedule when submitting a signed enrollment contract or make other arrangements suitable to the institution.
- This institution has not entered into an articulation or transfer agreement with any other college or university.

B. - Visa Related Services

This institution does not admit students from other countries; as a result no visa related services are obtainable.

Record Retention & Release

The student's educational and financial records will be maintained in one file. The files will be stored under name and social security numbers and will contain the following information:

1. - Previous education evaluation if student is to transfer in units.
2. - Copies of all documents, contracts, and instruments of indebtedness.
3. - Receipts for the monies paid to the institution.
4. - Disciplinary documents.
5. - Complaints and/or concerns and any communication the institution had with the student.
6. - Attendance records.
7. - Grade card.

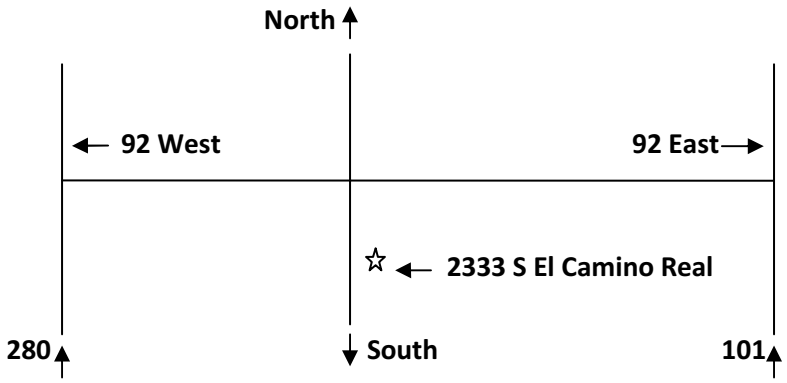
These will be kept in the form of physical paper files under lock in the Administrative Assistant's office for a period of 5 years. There is no charge for the first transcription, and or additional copies a $20.00 fee will apply.

Location -

California College of Early Childhood Education is centrally located in San Mateo in close proximity of highways 101, 92, and 280 at 2333 S. El Camino Real, San Mateo, CA 94406. It is also conveniently located along the El Camino Real bus line and within 6 blocks of the Hayward Park or the Hillsdale Cal Train station. -

There is street parking and a free all-day public parking lot on 25th Avenue, 1 block south and 1 block west of the campus. -

Directions: Exit from 92 at South El Camino Real, Cross Street 25th Avenue. -



The campus is 5 blocks on the East side of the street.

STUDENT SERVICES

A. - Library/Resource Center

California College of Early Childhood Education library maintains an organized collection of informational resources accessible to all students. Materials include multiple copies of all books and printed materials required by the curriculum. Access to the library may be obtained by asking an instructor for entrance. The instructor is authorized to check out/in books and materials. Distance learners can access the library by phone, fax, or email and arrange to have materials mailed to them at their expense.

The California College of Early Childhood Education provides an online student portal containing an ever-evolving Cyber-Library system. The E-Campus Cyber Library contains external links to websites that support the student's resource and research requirements including but not limited to links to internet public libraries, encyclopedias, subject matter resources and job hunting sites. -

The E-Campus Cyber Library is an evolving and malleable site that allows for continuous upgrading, additions, and - revisions. This allows the College to immediately make changes to the site when the need dictates. -

It is the opinion of Dr. John A. England, DBA, Ph.D., an experienced educator and compliance expert, that the E-Campus Cyber Library is adequate and is in compliance with the rules and regulations contained within traditional - Accreditation Standards. Go to www.webstarcyberlibrary.com to view the library. -

The cyber-library is currently under a face lift with more links and information. In the meantime, students can access - the library from the portal at www.californiacollegeofece.com.

B. - Financial Aid

This institution does not provide State or Federal financial aid. -

If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount - of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund - of the money not paid from federal financial aid funds. -

C. Placement Services -

California College of Early Childhood Education works in conjunction with Temp Care Child Care Staffing in the San Francisco Bay area to help students who live in the area find employment. For more information, please call (650) 577-8367 or toll free (877) 577-8367.

D. Student Housing

CCEC E does not operate dormitories or other housing facilities. This institution has so responsibility to find or assist a student in finding housing.

E. Academic Advising

Academic Advising is the role of the Assistant Director, Amy Campbell. She can be contacted at (650) 345-1555 or email: amy@californiacollegeofece.com.

ENGLISH AS A SECOND LANGUAGE

California College of Early Childhood Education offers classes in English only. No English as a Second Language courses are available.

APPROVAL STATEMENT

California College of Early Childhood Education is a private institution and is approved to operate by the Bureau for Private Postsecondary Education, approval No. 18219.

ACCREDITATION

California College of Early Childhood Education is accredited by the National Accreditation for College & Schools, Inc., Accreditation No. A141. NACS is not a recognized accrediting agency by the united state department of education. A diploma from an unaccredited institution is not recognized by some employment positions, including and not limited to, positions with the state of California.

NOTICE OF CANCELLATION

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation is effective on the date written notice of cancellation is sent.

Cancellation shall occur when you give YOUR written notice of cancellation to the following address:

B. Lee Campbell, Director -
California College of Early Childhood Education -
2333 S. El Camino Real -
San Mateo, CA 94403

This can be done by mail, hand delivery or telegram. The written notice of cancellation, if sent by mail, is effective when postmarked.

GOVERNANCE

California College of Early Childhood Education is a sole proprietorship.

FINANCIAL STABILITY

This institution has not had a pending petition in bankruptcy, is not operating as a debtor in possession and has not filed a bankruptcy petition within the last five years. It has not had a petition in bankrup0tcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code.

California College -

of Early Childhood Education
2333 S. El Camino Real, P.O. Box 7030 -
San Mateo, CA 94403 -
Phone: (650) 345-1555 ~ Fax: (650) 573-5741 -
www.californiacollegeofece.com ~ Email: information@californiacollegeofece.com -

Enrollment Contract

This is a contract to provide education service. To enroll, complete this contract and return to the school for processing.

Early Childhood Education Professional Program of Study Diploma – 24 units (All 8 modules)
Upon completion, students will be able to qualify for all the below occupational certificates. Occupational certificates allow students to gain experience while working towards a Diploma.

Occupational Certificates are offered for the following Job Titles for which the Education Service Prepares Students:

- **Preschool Substitute Teacher** certificate – 6 units (Any 2 modules from the following—ECE101, 102, 103, 104, 107, 108)
- **Preschool Teacher certificate –** 12 units (All 4 core modules – ECE101, 102, 103, 104)
- **Infant and Toddler Teacher certificate –** 15 units (All modules – ECE101, 102, 103, 104, 105)
- **Preschool Center Director Training certificate –** 15 units (All modules – ECE101, 102, 103, 104, 106)
  15 units with Supervision/Administrative. Note: This certificate meets only the education requirement. To serve as director the experience required is 4 years of verifiable experience in a licensed child care center. Each year's experience must be in a calendar year, a minimum of 100 days at a minimum of 3 hours per day.
- **Infant Center Director Training certificate –** 18 units (All modules – ECE 01, 102, 103, 104, 105, 106)
  The Director of an Infant Center must meet all the above requirements plus have 3 units in Infant Care. Caring for infants is a high level of responsibility and therefore requires more training.

English as a Second Language

- California College of Early Childhood Education offers classes in English only. No English as a Second Language courses are available. -

Notice Concerning Transferability of Units – "The transferability of credits you earn from CCECE (California College of Early Childhood Education) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificates you earn in Early Childhood Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you contacting an institution to which you may seek to transfer after attending CCECE to determine if your credits will transfer."

Student Signature / Dated -

School Representative / Dated -

THE TOTAL COST FOR THE TWENTY-FOUR SEMESTER UNIT (495 CLOCK HOURS) CERTIFICATE PROGRAM IS $3,000 (FACE TO FACE) or $3,299.70 (ONLINE) (INCLUDES TUITION/SUPPLIES, $200 REGISTRATION FEE AND A TECH FEE FOR ONLINE CLASSES).

Any Questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr. #400 Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov .

STUDENTS RIGHT TO CANCEL

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation is effective on the date written notice of cancellation is sent.

TUITION REFUND POLICY

The institution shall refund the unused portion of tuition fees and other charges if the student does not register for the period of attendance or withdraws there from at any time prior to completion of the course, or otherwise fails to complete the period of enrollment. The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund.

The refund shall be calculated as follows:

1. Deduct a registration fee
2. Divide this figure by the number of hours in the program.
3. The quotient is the hourly charge for the program.
4. The amount owed by the student for the purpose of calculation a refund is derived by multiplying the total hours attended by the hourly charge for instruction plus the amount of the registration fee specified in paragraph (1).
5. The refund shall be any amount in excess of the figure derived in paragraph (4) that was paid by the student.

TUITION REFUNDS; TIME FOR PAYMENT

The institution shall pay refunds due on a reasonable or timely basis, not to exceed 30 days following the date upon which the student's withdrawal has been determined.

STATEMENT OF CALULATIONS REGARDING REFUND POLICY

Registration: $200 ($25 per class)	Nonrefundable.
Tech Fee: $49.95 (online classes only)	Nonrefundable.
Tuition Fee: $116.67 per unit	Refundable for students who have completed 60 percent or less of the course of instruction at the rate of $7.78 per lecture hour if the student decides to withdraw.

For example, if a student decides to withdraw from a theory class (45 hours) after attending 10 hours, the refund would be 35 hours times the rate of $7.78 per hour = $272.30.

If a student decides to withdraw at any time prior to completion from a field training course, the entire tuition will be refunded.

The student has the right to cancel the enrollment agreement and obtain a refund by sending written notice to Dr. Campbell, California College of Early Childhood Education at PO Box 7030, San Mateo, CA 94403. -

Mailed notification will be calculated for refund beginning on the date post marked. Please provide a self-addressed, stamped envelope for the college to send your refund check to you. -

STUDENT TUITION RECOVERY FUND (STRF)

CCECE does not collect a STRF assessment per $1000 because CCECE provides 100% refund, less a reasonable deposit or application fee $25 per class not to exceed two hundred dollars ($200), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment.

Any written contract or agreement signed by a prospective student shall not become operative until the student attends the first class or session of instruction.

I have read and acknowledge the information above. _____

Student's Signature / Dated

General Criteria for admission are:

- Student must have a high school, or earned a GED and be at least 18 years of age.
- No ability to benefit students will be admitted into the intuition.
- Student must pay all related fees, as stated in the current fee schedule when submitting a signed enrollment contract or make other arrangements suitable to the institution.
- This institution has not entered into an articulation or transfer agreement with any other college or university.

Complete the following: Have you ever been convicted of a crime? ☐ Yes ☐ No

If you check yes, please speak to the register prior to finishing enrollment. Being convicted of a crime may preclude you from being hired as a childcare worker.

Period covered by the enrollment agreement: _____

Start Date of First Class: _____ Estimated Date of Completion: _____

Student's First & Last Name: _____

Mailing Address: _____

Home Address: _____

Phone Number: ( ) _____ Social Security #: _____ - _____ - _____

Method of Payment: ☐ Cash ☐ Check

- If any check is returned for insufficient funds, the student will be charged a $25 service fee per check. All further payments will be accepted in cash, money order or cashier's check.
- Payment plan is issued upon approval.
- I understand that my transcript and/or certificate will not be issued until my tuition is paid in full.

This institution does not provide State or Federal financial aid.
If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

If the student defaults on a federal or state loan, both the following may occur:

1) The federal or state government or a loan guarantee agency may take action against the student, including garnishing an income tax refund; and
2) The student may not be eligible to any other federal student financial aid at another institution or other government assistance until the loan is repaid.

☐ **Employer** (complete information below)

Employer's Name:
Address:
Employer Paying: ☐ Full Tuition ☐ Partial Tuition
If Partial, Amount Employer Paying:

Driver's License #: _____ Expiration Date: _____

I have read and acknowledge the information on this page. _____
Student's Signature / Dated

(✓) Check which module(s) you are enrolling in:

Module Name	Face to Face Class	Online Class (including tech fee)
ECE 101 – Intro. to ECE Curriculum (3 units)	☐ $350.00	☐ $399.95
ECE 102 – Child, Family & Community (3 units)	☐ $350.00	☐ $399.95
ECE 103 – Child Development (3 units)	☐ $350.00	☐ $399.95
ECE 104 – Hands-on-Curriculum (3 units)	☐ $350.00	☐ $399.95
ECE 105 – Infant/Toddler Development (3 units)	☐ $350.00	☐ $399.95
ECE 106 – Child Care Center Supervision& Administration (3 units)	☐ $350.00	☐ $399.95
ECE 107 – Intro. to ECE Environment (3 units)	☐ $350.00	☐ $350.00
ECE 108 – Children Provider Practicum (3 units)	☐ $350.00	☐ $350.00
Total		

All online classes are offered in real time. Online students need to pay $49.95 per module for the technology. While the college collects this fee it is merely transferred to Webstar e-campus and is not considered part of the total cost of the program.

****Students will not be able to enroll if they have a pending balance from the previous modules.****

THIS CONTRACT IS A LEGALLY BINDING INSTRUMENT WHEN SIGNED BY THE STUDENT AND ACCEPTED BY THE SCHOOL.

I UNDERSTAND THAT THIS IS A LEGALLY BINDING CONTRACT. MY SIGNATURE BELOW CERTIFIES THAT I HAVE READ, UNDERSTOOD, AND AGREED TO MY RIGHTS AND RESPONSIBILITIES, AND THAT THE INSTITUTION'S CANCELLATION AND REFUND POLICIES HAVE BEEN CLEARLY EXPLAINED TO ME.

PRIOR TO SIGNING THIS ENROLLMENT AGREEMENT, YOU MUST BE GIVEN A CATALOG OR BROCHURE AND A SCHOOL PERFORMANCE FACT SHEET, WHICH YOU ARE ENCOURAGED TO REVIEW PRIOR TO SIGNING THIS AGREEMENT. THESE DOCUMENTS CONTAIN IMPORTANT POLICIES AND PERFORMANCE DATA FOR THIS INSTITUTION. THIS INSTITUTION IS REQUIRED TO HAVE YOU SIGN AND DATE THE INFORMATION INCLUDED IN THE SCHOOL PERFORMANCE FACT SHEET RELATING TO COMPLETION RATES, PLACEMENT RATES, LICENSE EXAMINATION PASSAGE RATES, AND SALARIES OR WAGES, PRIOR TO SIGNING THIS AGREEMENT.

I CERTIFY THAT I HAVE RECEIVED THE CATALOG, SCHOOL PERFORMANCE FACT SHEET, AND INFORMATION REGARDING COMPLETION RATES, PLACEMENT RATES, LICENSE EXAMINATION PASSAGE RATES, AND SALARY OR WAGES INFORMATION INCLUDED IN THE SCHOOL PERFORMANCE FACT SHEET, AND HAVE SIGNED, INITIALED, AND DATED THE INFORMATION PROVIDED IN THE SCHOOL PERFORMANCE FACT SHEET.

_____ _____

Student's Signature Dated -

_____ _____

Representative for California College of Early Childhood Education Dated -