



School Catalog

July 1, 2015 – June 30, 2016

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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.

OUR CLASSES ARE HELD AT 2333 S. EL CAMINO REAL, SAN MATEO, CA 94403. WE HAVE TWO FACE TO FACE CLASSROOMS AND ONLINE CLASSROOM. ONLINE CLASSES ARE AT www.californiacollegeofece.com IN THE VIRTUAL PORTAL.

The catalog is updated on an annual basis and as need throughout the year. The catalog is provided to prospective students on our website, through email and in print on campus.

California College dose not offer a degree program.

COURSE DESCRIPTION/SYLLABUS

A. Course title: Early Childhood Education

The institution offers only one course of study. During the course of study, students do qualify for various employment positions in a title 22 licensed childcare center prior to completion of the course of study.

B. Mission and Objectives

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. The classes only satisfy the educational component required by the Community Care Licensing. Teachers must have six months experience in a licensed child care center. Directors need four years' experience in a licensed child care center. The education that students will receive, include the acquisition of the body of knowledge presented in the educational program, the development of intellectual, analytical, and critical abilities, and fostering of values such as a commitment to pursue lifelong learning; and the mission relates to the educational expectations of the institution's students, faculty, and community that the institution serves.

The college relates to the educational expectations of students, faculty and the community. California College of Early Childhood Education is a center of educational opportunities offering a comprehensive educational program to serve the early childhood community. It is inclusive and welcomes all who desire to learn. Its Mission is to meet the educational expectations that student seek and employees need to instruct to a level of competency to meet the physical and emotional needs of small children and their families though licensed childcare centers. The Faculty are trained experienced professionals who seek to share their knowledge with student learners and the community we serve.

THE OBJECTIVES are to provide the students with basic skills to supervise and teach small children in a licensed child care center.

Our goals and method:

To provide the necessary course work to qualify for employment/advancement under community care licensing under title 22, by teaching students:

How to meet the needs of the children though proper care and supervision.

How to perform duties related to nutrition, housekeeping, health, and safety.

How to devise plans and implement procedures to accommodate play, rest, eating, toileting, and group supervision as well as individual attention throughout the preschool day.

How to perform the tasks associated with the operation of child care center in a safe effective manner. Fulfill the role of child supervision in a professional manner.

How to relate to other workers, parents, volunteers, and licensing analysts appropriately and professionally.

Provide small class sizes allow students to receive additional one on one time with the teacher. Provide caring, knowledgeable, qualified staffs that have had practical experience in the early childhood field.

To maintain employer satisfaction within the community by providing professionally trained and educated graduates for early childhood education.

REGRADING THE STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COMMUNITY CARE LICENSING, TITLE 22.

The courses have been accepted by the State of California, Department of Social Services, and Community Care Licensing Division under Title 22 from the beginning-under paragraph 101215.1. It's written in the regulations.

“Approved schools, colleges, or universities, including correspondence courses offered by the same, means those approved/ authorized by the U.S. Department of Education, office of Postsecondary Education, or by the California Department of Consumer affairs, Bureau for Private Postsecondary and Vocational Education.”

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. Early Childhood Education Certificate – 24 units (All 8 modules).

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 8:00am to 5:00pm. Each module includes an additional 10 hours of readings and projects.
 - The final exam will consist of 50 true/false questions (1 point each) and 25 multiple choice questions (2 points each).
- High tech virtual online classes are scheduled on Saturdays from 8:00am to 5:00pm. Each module includes an additional 10 hours of readings and 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).
 - 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.
 - Students can schedule personal meetings with teachers via the student's virtual classroom portal.

- **DISTANCE LEARNER ASSESSMENT** of each student prior to enrollment the skills and competencies to succeed in a distance education environment.
- **Contact the college and arrange to meet online with Amy Campbell, Assistant Director, and demonstrate to her satisfaction his/her ability to perform the following skills:**
 1. ___ Know how to print documents from their computers.
 2. ___ Know how to use the Internet.
 3. ___ Know how to use a web browser. (Firefox, Internet Explorer)
 4. ___ Know how to use a search engine. (Google, Bing, Ask.com)
 5. ___ Able to use email.
 6. ___ Know how to attach an attachment to an email.
 7. ___ Basic computer skills, word.

There are a additional assessment.
- **Devices required. Students will need the following to take part in Virtual Interactive online Classes:**
 - Computer (PC or Laptop)
 - High speed Internet access 3MBS/SCC download minimum.
 - Web cam
 - Headphone with microphone.
- **ONLINE DISTANCE STUDENTS:** Please note that your webcam must be on throughout the entire class period to receive the full points. It is important that you are in an area that will allow you to focus on the class. Constant interruptions by your surroundings or constantly leaving will not be tolerated. Points will be deducted. Students who do not have a webcam and headset will not be accepted into the program.

As a distance education provider, the institution shall allow no more than seven days to lapse between the institution's receipt of student lessons or projects, and the institution's mailing of its response or evaluation.

G. Certificate Program- Syllabus

ECE101 – Intro. to ECE Curriculum
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Description

This class will go into detail the foundations of Early Childhood education. The student will be introduced to various topics such as the history of early childhood education; important players of the various thoughts and theories behind child development and early childhood; and focus on different skills and curriculum areas used in the early childhood field. Relationships between the educator/caregiver and the child and their family, the importance of recognizing and respecting different cultural perspectives, and going into depth of an age appropriate curriculum will also be explored.

Educational Objectives

By end of this module student will:

- **Be familiar with the history of child development and know the different theorists and theories regarding child development and early childhood education.**
- **Know the different roles and expectations of an early childhood professional.**
- **Know how to include children with special needs into the program.**
- **Discover ways to facilitate play and learning.**
- **Understand the different developmental stages.**

- Be able to create an environment that stimulates growth.
- Be able to incorporate developmentally appropriate experiences in language, math, science, and arts.

Learning outcomes

Upon completion of this module the student will be able to:

- Identify major theorist contributing to our currant understanding of early childhood educators. (Montessori, Pestalozzi, Locke, Dewy, Rousseau)
- Understand the physical care routines are part of early learning environment (feeding, toileting, resting, and dressing).
- Describe the values of art experience in early childhood curriculum (creativity)
- Recognizing that the best kind of learning for children includes real experiences, active learning, exploration of their environment, and play.
- Understanding that early literacy is modified by the teacher reading to the children.
- Know that dramatic play promotes socialization, release of feelings and attitudes, allows creative thinking, and encourages problem solving.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 3:30pm. On-line classes are scheduled Saturdays 8:30am to 3:30pm

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:

Class 1	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
Class 2	Chapter 4: Facilitating Young Children's Work and Play Chapter 5: Guiding Young Children's Behavior Chapter 6: The Teacher as Model
Class3	Chapter 7: Modeling Adult Relationships in Early Childhood Settings Chapter 8: Setting up the Physical Environment Chapter 9: Creating a Social-Emotional Environment
Class 4	Chapter 10: Routines Chapter 11: Developmental Tasks as the Curriculum: How to Support Children Stages Chapter 12: Observing, Recording, and Assessing
Class 5	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

Evaluation Methods

Student's knowledge of the different topics and concepts will be evaluated by answering questions based on the different reading assignments through reflection papers, various assignments and by participation in class discussions, weekly exams, and the final exam.

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

- Lecture
- Discussion and project groups
- Reading
- 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, and Community

Description

This class will focus on the relationships between children, families, and the community. It will examine the roles and interactions of family members. It will also look at the influence of cultural patterns, media, school, and peers. Local agencies and resources that offer support and services to children and their families will be introduced and researched for a presentation at the end of the class.

Educational Objectives

By end of this module student will be able to:

- Understand how the child, the family, and the community are interconnected.
- The Child
 - The importance of attachment and trust.
 - The different attachment patterns.
 - The role of temperament.
 - The different phases of Erikson's psychosocial dilemmas.
 - Ways to encourage autonomy and how culture will influence it.
 - The value of play.
 - Problem-solving skills.
 - Self-esteem.
- The Family
 - The role of culture in child-rearing.
 - The difference between cultures that promote independence and cultures that promote interdependence.
 - The role of child care in child-rearing.
 - How to create partnerships with families.
 - Effective ways to discipline.
 - Problem-solving.
 - How gender roles and gender stereotypes are perpetuated.

- Stress in families and resiliency in children (characteristics of and how to promote it).
- The Community
 - Community resources.
 - Socializing agents.
 - Advocacy.

Learning Outcomes

Upon completion of this module the student will be able to:

- Understand that culture influences how one behaves, how we think or how we express our feelings.
- Recognize that culture can decide how we respond to different situations.
- Recognize that problem solving is important to the cognitive development of children.
- Meeting a child's needs is one way to prevent unacceptable behavior.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:00am to 5:00pm. On-line classes are scheduled Saturdays 8:00am to 5:00pm

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:

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

Evaluation Methods

Students will be evaluated based on knowledge of reading assignments by weekly quizzes. Knowledge of the different theories presented will be evaluated by various in-class assignments individually and/or in groups through reflection papers, role plays, etc. There is a final exam taken at the end of the module in the cyber-ed classroom and transmitted via email.

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

- Lecture
- Discussion and project groups
- Reading
- 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

Description

The class will go into the details of child development. It is intended to enhance understanding of the fundamental concepts of child development and the developmental individuality. This class examines the major physical, socioemotional, and cognitive/language developmental milestones for children, from conception through early childhood, both typical and atypical.

Educational Objectives

By end of this module student will be able to:

- Understand the different factors involved in:
 - Physical development
 - Cognitive development
 - Language development
 - Social/emotional development
 - Motor development
 - Sensory and perceptual development
- Identify the influence of families, culture, peers, and the society on development.
- Understand the nature vs. nurture debate
- Exploring fathers and mothers as caregivers

Learning Outcomes

- Identify Piaget's theory of cognitive development stages.
- Identify Vygotsky's theory of knowledge coming from interactions with adult and peers (special emotional development)
- Recognize that attachment theory teaches that early attachment with a primary care giver is the foundation of all future relationships.
- Be familiar with Erick Erickson's eight stages of man that include a series of conflicts over the span of a life cycle.
- Understand the concept of zone or proximal development.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:00am to 5:00pm. On-line classes are scheduled Saturdays 8:00am to 5:00pm

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:

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

Evaluation Methods

Students' knowledge of the different topics and concepts will be evaluated by answering questions based on the different reading assignments, through reflection papers, various assignments, and by participation in class discussions, weekly exams, and the final exam.

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

- **Lecture**
- **Discussion and project groups**
- **Reading**
- **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 – CURRICULUM PLANNING

Description

This class will go into detail about early childhood curriculum. The student will be introduced to various topics such as the history of early childhood education; developmentally appropriate practices; and partnering with parents. The main goal of this course is to get the student comfortable in creating a week-long curriculum plan that fulfills 8 content areas: language and literacy, math, science, art, music, food, field trip, and visitor.

Educational Objectives

By end of this module student will be able to:

- **Become familiar with the history of child development and know the different theorists and theories regarding child development and early childhood education.**
- **Understand what developmentally appropriate practices mean.**
- **Develop a weeklong curriculum based on theme. The scope is to include: creative art activities, food, science, music & movement, visitors, Language, outdoor activity, math and Literacy.**
- **Understand what a holistic curriculum entails.**
- **Be able to create an environment that stimulates growth.**

Learning Outcomes

- **Know that DAP stands for Developmentally Appropriate Practices**
- **Play has value in all areas of development including cognitive, language, physical, and social emotional.**
- **Recognize that we can help children cope with stress by respecting their feelings and helping them voice out their concerns.**
- **Understand that reading to children is important to foster a love of literacy increase comprehensive and develop listing skills.**
- **Recognize that prerequisites to write include small muscles development, and eye-hand coordination.**
- **Understand the importance of having materials gathered and organized ahead of time for activities.**

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:00am to 5:00pm. On-line classes are scheduled Saturdays 8:00am to 5:00pm

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:

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

Evaluation Methods

Students' knowledge of the different topics and concepts will be evaluated by answering questions based on the different reading assignments, through reflection papers, various assignments, and by participation in class discussions, weekly exams, and the final exam.

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

- Curriculum development and creative arts
- Lecture
- Discussion and project groups
- Reading
- 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
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Description

This is a class that studies the development and care of children from birth to age three. It includes standards for staffing, equipping, and administering and infant care center through going over California licensing requirements.

Educational Objectives

By end of this module student will be able to:

- Create a diaper changing procedures plan and chart
- Create a daily cleaning plan for washing toys, shelves, floors, pacifiers, sippy cups, bottles, and high chairs.
- Write an explanation of why it is important to holding crying children, as a basic need to reassure the child they are safe.
- Design a classroom and a playground for infant and toddlers.
- Create a daily activity schedule for infants and toddlers.
- Write a policy for supervision of napping area
- Write a reflection paper in the importance of attachment for infant and toddlers
- Write a quarterly needs and services plan for a child at 3,6,9,12,15,18 month (6 plans basic your plan on typical development of the child)
- Write a plan from keeping a walking toddler from stepping on a non-walking infant
- Explain the concepts of “caregiving is curriculum”

Learning Outcomes

- Recognize how a giver builds the relationship on which curriculum depends.
- Name at least six care giving locations.
- Define attachment and what factors influences its development.
- Define appropriate guidelines adults can take to foster cognitive development in young children.
- Name Erickson's first three stages.
- Define what needs to be done to make a safe environment for infants and toddlers.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:00am to 5:00pm. On-line classes are scheduled Saturdays 8:00am to 5:00pm

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:

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

Evaluation Methods

Student's knowledge of the different topics and concepts will be evaluated by answering questions based on the different reading assignments through reflection papers, various assignments and by participation in class discussions, weekly exams, and the final exam.

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

- Lecture
- Discussion and project groups
- Reading
- 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

<p>ECE106 – Child Care Center Supervision & Administration</p>

Description

This class is an overview of the fundamental duties and responsibilities of Early Childhood Administration, including preparation, implementation, and evaluation of the program goals and budget controls. Also to be discussed are the fundamentals in becoming an effective supervisor in the methods and procedures in dealing with the selection, supervision, and evaluation of the staff in an early childhood setting.

Prerequisites – 4 classes (12 units): ECE 101, 102, 103, and 104.

Educational Objectives

- Design a classroom and a play ground
- Create a daily activity schedule
- Write a budget for a center of 36 fulltime children
- Create marketing strategies for recruiting children and staff
- Design ways to maintain a positive relationship with parents and community agencies
- Develop a vision, mission and program evaluation

Learning Outcomes

The Student will be able to:

- Have an understanding of Title 22 regulations
- Recognize that one of the biggest quality issue facing early childhood care and education programs may be the difficulty to recruit and retain high functioning staff members.
- Understand that thoughtful planning of the environment and proper program management works to create a positive environment.
- Understand the Fair labor wages and breaks.
- Understand the role of the mandated reporter.
- Recognize the Importance of a staff handbook, so everyone knows their duties and how the team is function together.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 5 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:00am to 5:00pm. On-line classes are scheduled Saturdays 8:00am to 5:00pm

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.

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

Class 1	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
Class 2	Chapter 1-4: Constructing the Program's Framework Chapter 5: Leading and Managing Personnel
Class 3	Chapter 6: Creating Quality Learning Environments Chapter 7: Financing and Budgeting
Class 4	Chapter 8: Marketing Your Program Chapter 9: Planning the Children's Program
Class 5	Chapter 10: Providing Nutrition, Health, and Safety Services Chapter 11-13: Assessment, Working with Families, and Contributing to the Profession

Evaluation Methods

Student's knowledge of the different topics and concepts will be evaluated by answering questions based on the different reading assignments through reflection papers, various assignments and by participation in class discussions, weekly exams, and the final exam.

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

- Lecture
- Discussion and project groups
- Reading
- Case studies
- Videos:
 - 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

Description

FIELD TRAINING CLASS

Students will develop ways of examining environmental settings in a licensed Childcare Center and evaluate use of physical space and activity centers in terms of how they facilitate the program goals, through the study of ECERS. Students will work under the direct supervision of a fully qualified director. The director will evaluate the student teacher's performance.

Educational Objectives

- Evaluate a child care center using ECER's rating scale.
- Design early childhood learning centers for effective environment across a range of curriculum areas.
- Plan an environment with equipment and materials that are age appropriate, varied and can be used by young learners with minimal help from adults.
- Develop a portfolio using photographs exemplified the seven intra-centers listed in ECER's
- Perform in a professional manner in an Early Childhood classroom and as a team member.

Learning Outcomes

- Students will be able to set up 7 interest centers and produce photographs.
- Understand and execute the entire 42 points scale of ECERS.
- Will be able arrive early and ready to work on time.
- Can perform cleaning chores: cleans tables, sinks, toilets etc.
- Will be able to act quickly to prevent accidents or aggressive incidents.
- Will be able to be aware on the entire class even when working with one child.

Requirements for completion are: completion of 135 clock hours with a 4 point evaluation of a 2= C, 3=B and 4=A grade.

Length of Educational Program – 135 clock hours. Not to exceed 3 months

Sequence and Frequency of Lessons or Class Sessions – May be scheduled anytime during the year.

Complete citation of textbooks or other required written material:

- 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.

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

- I. Section 1-8 Space & Furnishings
- II. Section 9-14 Personal Care Routines
- III. Section 15-18 Language- Reasoning
- IV. Section 19-18 Activities
- V. Section 29-33 Interaction
- VI. Section 34-37 Program Structure
- VII. Section 38-43 Parents and Staff

Evaluation Methods

Students will submit verification of hours worked at licensed Child Care Center. The ECER's evaluation rating will be conducted by the student and submitted to the college. Student's performance will be evaluated by the supervising director. Photo journal of seven interest centers will be submitted at the end of the class.

Instructional mode or methods

The mode of instruction is PowerPoint, individual conferencing, and self-reflection questions as well as an internship.

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.

ECE108 – Childcare Provider Practicum

Description

FIELD TRAINING CLASS

This course will provide students with the opportunity to develop observational strategies as well as opportunities to engage in learning experiences in the classroom. In this course the student will practice and demonstrate developmentally appropriate early childhood program and teaching competencies under the supervision of a qualified educational professional. Students will develop, present and evaluate learning activities that promote positive development and learning for all young children. Student will have the opportunity to make connections between theory and practice, developing professional behaviors and increasing their knowledge of children and families. The final grade will be based on completion of training objectives along with the supervisor's evaluation and final report.

Educational Objectives

- Create a plan that identifies your priorities for future competency development.
- Evaluate the similarities, as well as the differences, among children of differing cultural backgrounds and how these relate to differences observed in their behaviors.
- Predict the different behaviors children display when resisting adult authority

- Use communication skills that aid in sending and receiving verbal and nonverbal messages.
- Implement a sequential approach to interpersonal problem solving.
- Use appropriate communication skills for conflict resolution.
- Perform in a professional manner in an Early Childhood classroom and as a team member.

Learning Outcomes

- Students will learn how to be well organized in the development and implementation of curriculum plans. They will be able to prepare materials in advance for curriculum activities.
- Understand to encourage all children to develop a sense of independence.
- Will be able to learn how to respect and listen to children.
- Will be able to assume his/her share of classroom responsibility.
- Will be able to share in the non-teaching responsibilities and tasks of teaching (e.g., feeding the pets, cleaning the kitchen).

Requirements for completion are: completion of 90 clock hours with a 4 point evaluation of a 2=C, 3=B and 4=A grade.

Length of Educational Program – 90 clock hours. Not to exceed 3 months.

Sequence and Frequency of Lessons or Class Sessions – May be scheduled anytime during the year.

Complete citation of textbooks or other required written material:

- Jeanne M. Machado, Helen Meyer Botnarescue, Student Teaching: Early Childhood Practicum Guide, 7th Edition, Cengage Learning, Stamford, CT, 2010, ISBN-13: 9780495813224.

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

Lesson 1	Chapter 1	Introduction to Student Teaching Practicum
	Chapter 2	A Student Teacher's Values and Developing Teaching Style
Lesson 2	Chapter 3	Being Observed: Discovering Your Competencies
Lesson 3	Chapter 4	Instructional Planning
Lesson 4	Chapter 5	Classroom Management: Beyond Discipline
Lesson 5	Chapter 6	Understanding Behavior
Lesson 6	Chapter 8	Common Problems of Student Teachers
Lesson 7	Chapter 10	Quality Programs in Early Childhood Setting

Evaluation Methods

Students are evaluated by a qualified child care center director. The evaluation includes student's actives, using same tools used by supervising directors to enhance skill and teaching techniques. Students will produce a reflective journal

Instructional mode or methods

The mode of instruction is individual conferencing, and self-reflection questions as well as an internship.

Journal Including

Student/Teacher will make at least one ten minute daily entry, typed on days worked or volunteering, in a child care center. Students should write about their experiences, occurrences, observations, feelings, questions, reflecting thoughts, and other happenings during student teaching. As well as guiding questions address in the syllabus.

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	

CLOCK HOURS OF INSTRUCTION

Courses	Early Childhood Education Diploma Program	Clock Hours
ECE 101	Intro. to ECE Curriculum (Lecture)	45
ECE 102	Child, Family & Community (Lecture)	45
ECE 103	Child Development (Lecture)	45
ECE 104	Curriculum Planning (Lecture)	45
ECE 105	Infant/Toddler Development (Lecture)	45
ECE 106	Child Care Center Supervision & Administration (Lecture)	45
ECE 107	Intro. to ECE Environment (Field Training)	135
ECE 108	Childcare Provider Practicum (Field Training)	90
Total Clock Hours		495

REQUIREMENTS OF COMPLETION OF PROGRAM CERTIFICATE

The total amount of units required for this certificate is 24.

Students must earn a grade of "C" or better in all classes within the program

Fifty percent of coursework must be completed at CCECE to receive this certificate

Must have received a minimum of 80% or higher attendance for the whole program.

DESCRIPTION OF FACULTY AND THEIR QUALIFICATIONS

The Director

California College of Early Childhood Education was founded by Billy Lee Campbell in 2002. He has more than 30 years of experience in the child care. Mr. 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

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 2015.

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.

Kathleen Zaragoza, has worked in the field of Early Childhood Education for over 30 years. She has a B.A. degree in Sociology from the University of California, Santa Barbara and has over 32 ECE units. She has a child Center Permit as a Director. She has vast experience in the field and has worked as a Day care Owner, Director, Teacher and mentor. She has enjoyed working in the public and private sector in both Southern and Northern California.

Ollia Yenikomshian is completing her Master's in Human Development at Pacific Oaks College. She has been the Program Coordinator at Children's Center of the Stanford University for 5 years managing 20 teachers, 5 classrooms with over 100 children. She serves on the Site Selection Committee for California's Mentor Teacher Program, the Palo Alto Child Care Advisory Committee, Foothill College's Child Advisory Committee, and other ECE forums. She also serves on the Western Association of Schools and College's (WASC) accreditation committee as a Visiting Team Member since 2003.

Daisy Hsieh, graduated from the University of California, Davis, with a BS 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 UC Davis extension.

ADMISSIONS POLICY

We don't accept students from other countries. That is neither students that are here on a visa nor will the college vouch for student status. The College requires English as a foreign language student to take the TOEFL IBT test. All classes and class materials are taught in English. We do not provide ESL or translation services.

HIGH SCHOOL DIPLOMA

Each student admitted shall possess a high school diploma/G.E.D, or BA Degree

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

CCECE will accept up to 12 units (50%) transfer credits toward the certificate on the following basis: Credits similar in description to the corresponding class at CCECE may be accepted. A duplication of credits already earned will not be awarded. Units that were earned at other institutions must be approved by the Bureau, or public or private institution of higher learning accredited by an accrediting association recognized by the U.S. Department of Education. Students will not receive credit for classes in which a grade lower than a "C" is earned. If you question your transfer evaluation, please contact the Director Mr. Campbell and request a review of your records again to insure that a mistake has not been made.

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 FOR ONLINE AND FACE TO FACE CLASSES

- 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. Students who are absent the first day will not be admitted to the class. Classes are not self-paced there are set times and dates when students need to attend class. If a student misses one class the highest grade they can receive is a "C". If a student misses more than one class the student will have to retake the class.
- Tardiness – Each quarter hour of tardiness costs the student 4 percentage points. 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 first 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. The student who finds it necessary to take a leave-of-absence should contact the college as soon as possible to make arrangements. Students who are granted a leave of absence will need to reregister upon their return.

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

This is the institution's standard for student achievement. The 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's who want to dispute their grade should make every effort to try to resolve the problem with their instructor first. Students who can't resolve the problem with their instructor can submit a written appeal to the office; within six weeks from the last day of the class that the grade was received from. All late paperwork will not be accepted later than 2 weeks after each class has ended.

Student Assessment & Grading – Lecture Based Modules

- ECE101: Intro. to ECE Curriculum
- ECE102: Child, Family and Community
- ECE103: Child Development
- ECE104: ECE Curriculum Planning
- 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 – Lecture Based Modules

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

Academic program is assessed by the instructor of each module. This is done though project instructor evaluation of lessons and projects. Additionally, there is quiz each class meeting. The quiz covers class meeting, lesson, and project. Any student performing at less than 80% will be notified by the instructor and allowed to make-up/repeat the steps to achieve satisfactory progress. There should be no surprise at the final outcome.

They take the test/exam in real time in front of a webcam that appears on the instructors screen while online - The instructor is watching them.

The old method was to send the exam to a pre-approved proctor i.e. Librarian, Lawyer, Accountant, etc. who monitors them while they take the exam IN FRONT OF THEM.

The final exam consists of 75 questions the entire content of the course/module. This is proctored in the same way to the weekly class final. We can also make sure they final is submitted on time via email while they are still online.

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

A student must attain least a 2.0 grade point average. Academic probation warns the student that their academic performance is below average, and that they must improve their grade point average. Students are given a probationary period of one module to demonstrate that they can indeed make successful academic progress. When the student's grade point average reaches 2.0 they are removed from academic probation. Earning grades "F," "I," and/ or "W" for two consecutive modules or any three modules will also result the student being placed on academic probation.

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.
8. Students may not Bring Children, relative, or others with them to class.
9. Students who are absent the first day will not be admitted to the class.

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, sex, marital status, citizenship status, military service status, sexual orientation, gender identity or expression, medical 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.

☐ ITEMIZATION OF ALL CHARGES AND FEES AS APPLICABLE. () Check which module(s) you are enrolling in:

Lecture Modules(3 units each module)	Face to Face	Online/Distance	Book Price
Registration Fee – NONREFUNDABLE	() \$100.00	() \$100.00	N/A
Student Recover Fund (STRF)– NONREFUNDABLE	() \$0.00	() \$0.00	N/A
Tech Fee (applied to each online class)	N/A	() \$299.70	N/A
ECE 101 Intro. to ECE Curriculum – REFUNDABLE	() \$350.00	() \$350.00	\$45.00
ECE 102 Child, Family & Community – REFUNDABLE	() \$350.00	() \$350.00	\$65.00
ECE 103 Child Development – REFUNDABLE	() \$350.00	() \$350.00	\$182.87
ECE 104 Curriculum Planning– REFUNDABLE	() \$350.00	() \$350.00	\$105.00
ECE 105 Infant/Toddler Development – REFUNDABLE	() \$350.00	() \$350.00	\$69.00
*ECE 106 Childcare Center Supervision& Admin – REFUNDABLE	() \$350.00	() \$350.00	\$105.00
Field Training Modules (3 units each module)			
ECE 107 Intro. to ECE Environment – REFUNDABLE	() \$350.00	() \$350.00	\$21.86
ECE 108 Children Provider Practicum – REFUNDABLE	() \$350.00	() \$350.00	\$183.59
ESTIMATE TOTAL CHARGES FOR ENTIRE EDUCATION PROGRAM	\$2900.00	\$3199.70	Total of all Books=
<u>Total shipping for books (book rate \$4.15 per book back and forth) plus book cost</u>	N/A + \$775.32	\$66.40 + \$775.32	\$777.32
<u>ESTIMATE TOTAL CHARGES FOR ENTIRE EDUCATION PROGRAM W/Books</u>	\$3677.32	\$4043.42	
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>			
<u>TOTAL CHARGES THE STUDENT IS OBLIGATION TO PAY UPON ENROLLMENT</u>			

Students can purchase textbooks from alternative sources or check them out from our library. Distance learners students must pay shipping.

* Indicates course has prerequisites

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

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.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at California College of Early Childhood Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma 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 may seek to transfer after attending California College of Early Childhood Education to determine if your credits will transfer.

STUDENTS RIGHTS

Cancellation, Withdrawal and Refund Policy for Face to Face and Online classes

A. Tuition Refund upon Cancellation for

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 30 days following the date upon which the student's withdrawal has been determined.

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:

- 1) Providing a written notice to Mr. Billy Lee Campbell, California College of Early Childhood

Education at PO Box 7030, San Mateo, CA 94403 or Fax (650) 573-5741. 2) Mailed or faxed 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. 3) Refund will be issued within 30 days from the post marked date.

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 Capitol Oaks Drive Suite 400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 Fax (916)263-1897.

GRIEVANCES

Students should raise concerns as early as possible after an incident has occurred relating to the grievance. 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. Both the complainant and the respondent will receive appropriate information, support and assistance in resolving the grievance. Whenever feasible, grievances should be resolved by a process of discussion, co-operation and reconciliation, with the mean of reaching a satisfactory conclusion that decrease any possible loss to continuing work or study relationships.

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

STUDENT TUITION RECOVERY FUND (STRF) POLICIES

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- 1. You are a student in an education program, who is California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and**
- 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.**

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- 1. You are not a California resident, or are not enrolled in a residency program, or**
- 2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.**

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1. The school closed before the course of instruction was completed.**

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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 diploma, G.E.D, or BA Degree and be at least 18 years of age.
- Photo I.D.
- The College requires English as a foreign language student to take the TOEFL IBT test.
- 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, address, email, telephone number of each student who is enrolled in an educational program. Will contain permit records of 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 money 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, transcript, and certificate granted with a date on which it was granted, including the module's name, units and grade earned by the student.

The institution shall permanently maintain student records earned by the student. These will be kept in the form of physical paper files under lock in the Administrative Assistant's office. There is no charge for the first transcription, and or additional copies a \$20.00 fee will apply.

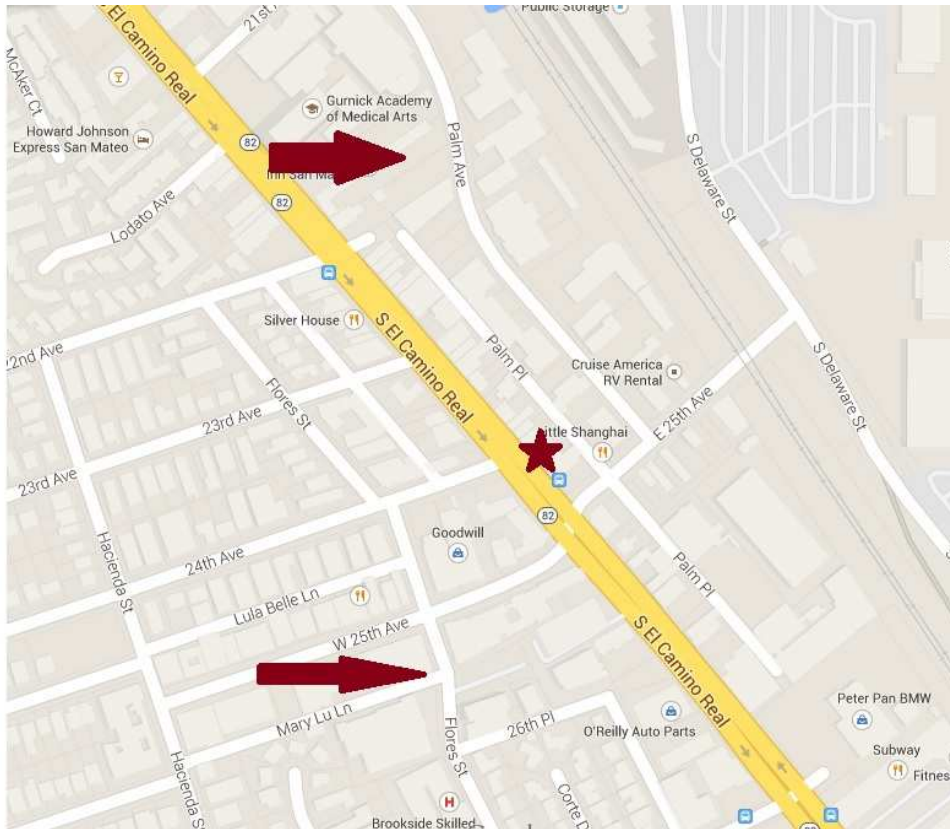
Location

Classes are scheduled at 2333 S. El Camino Real, San Mateo, CA 94403.

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, there is also a garage on Palm Ave.

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.

The facilities include comfortable classrooms with proper heating, cooling, and good lighting. There are two classrooms and an online classroom. The equipment is modern and is sufficient for instructional purposes to reasonable assure that a student acquires the necessary lead of education, training, skills, and experiences to obtain employment in the field of training and to perform to be associated with the occupation for which the educational program is represent to lead. The facilities and equipment's are owned, not rental or leased except for the large copier upstairs (it is leased).

A description of the facilities and the types of equipment and materials used for instructors:

- The facilities of the college are housed in a two-story building on El Camino Real in San Mateo. There are 2 downstairs classrooms holding 12-20 students each. That can be made into one classroom by opening up the dividing doors.
- One online classroom downstairs and one upstairs.
- The building has heater air condition, and there is good lighting.
- There are three restrooms adjacent to the classroom.

- There is kitchenette available to students.
- Two offices are on the first floor, one for the Assistant Director and one for Temp Care Child care staffing.
- Upstairs are:
 - Five administration offices, one of which can be used as a classroom that can hold up to 12 students and can be used as a second online classroom.
 - Two restrooms
 - Copy/lunch room (kitchenette)
- There is a parking lot is the back of the building.
- Equipment includes:
 - Large screen TV and DVD player in each of the two face to face classrooms.
 - A laptop for each class for face to face and online.
 - Free WIFI
 - Coaches, chairs and tables
- Materials includes:
 - Books (library – the building library is on the first floor in the registrar’s office).
 - Videos
 - White board in each face to face classroom.
 - The college owns the building and all contents. There are no leased items.

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/books 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.

Students may access the on campus library by asking any instructor for admission. The library is open Monday, Tuesday, Thursday, Friday and Saturday from 8-3. The custodian of records can also give admission and check out books.

B. Financial Aid

This institution does not participate or offer State or Federal financial aid programs of any kind.

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 does not offer placement services.

D. Student Housing

California College of Early Childhood Education does not operate dormitories or other housing facilities. This institution has no responsibility to find or assist a student in finding housing.

Within a mile of the college on El Camino Real there is a Howard Johnson and Stone Villa that will cost approximately between \$100.00 to \$125.00 per night.

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.

DESCRIPTION OF FACILITIES AND MATERIALS USED FOR INSTRUCTION

The college is located 2333 South El Camino real San Mateo ca 94403. The campus consists of a free standing 2,500 square feet 11 room two story building constructed in 1938. In an addition to the 11 rooms there are 5 restrooms, 2 kitchenettes and a small parking lot for 5 cars. There is street parking and a free all day parking garage located one block north and one block west of the campus.

On the lower level there are 2 classrooms. One is set up for 15 students and the other for 12. There is also an online distance learning classroom.

The building has proper setting, lighting, heating and air conditioning it is fully furnished with all the amenities to operate a college.

Library

The college has a small library of multiple copies for the required reading for the course of study.

Instructional Videos

The college had many instructional videos; they are stored in the assistant director's office and also online in the virtual portal for distance learners.

Lectures

Lectures are all on PowerPoint. Paper copies of all PowerPoint's are store in the records office.

The technology that is used for distance education is provided by cyber education services. Students are provided access to this technology upon completed enrollment.

ENGLISH AS A FOREIGN LANGUAGE

California College of Early Childhood Education offers classes in English only. No English as a foreign Language courses are available. English Language services are not provided.

The College requires English as a foreign language student to take the TOEFL IBT test. The cost is \$185 it takes a little over 4 hours to complete. The minimum score for admission is 61.

LICENSED STATEMENT

California College of Early Childhood Education is a private institution and is licensed to operate by the Bureau for Private Post Secondary Education.

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:

**Mr. Billy 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 bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code.

PRIVATE INSTITUTION

California College of Early Childhood Education is Private.