Academic Catalog
July 1, 2022 – June 30, 2023

1670 South Amphlett Blvd.
Suite 214-38
San Mateo, CA 94402
Tel: (650) 345-1555

Email: admin@californiacollegeofece.com
Website: www.californiacollegeofece.com

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Introduction & General Information

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 courses are held at 1670 South Amphlett Blvd, San Mateo, CA, 94402. We have one on-campus classroom and three online classrooms. Online courses are held via Zoom Meetings.

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

California College does not offer a degree program.

Mission and Objectives

THE MISSION of California College of Early Childhood Education is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement in the Early Childhood field under California Community Care Licensing, Title 22 regulations.

OUR OBJECTIVES:

- Act as a center of educational opportunities by offering an inclusive and comprehensive educational program to serve the early childhood community.
- Provide students with the necessary skills and knowledge to meet the physical and emotional needs of small children and their families though licensed childcare centers.
- Meet the educational expectations of students, faculty, and early childhood employers.
- Develop the intellectual, analytical, and critical abilities of our students
- Foster values such as a commitment to pursue lifelong learning and advocacy for young children, families, and the early childhood profession.

OUR GOALS AND METHODS:

To provide the necessary course work to qualify for employment/advancement under California Community Care Licensing, Title 22 regulations, by instructing students:

- How to meet the needs of the children though proper care and supervision.
- 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 duties related to nutrition, housekeeping, health, and safety.
- How to perform the tasks associated with the operation of a childcare center in a safe, effective, and professional manner.
- How to relate to colleagues, families, volunteers, and licensing analysts appropriately and professionally.

Our institution provides small class sizes to allow students to receive more individualized instruction from the instructor. It is inclusive and welcomes all who desire to learn. We strive to maintain employer satisfaction within the community by providing professionally trained and educated graduates for early childhood education.

NOTICE CONCERNING TRANSFERABILITY OF UNITS:

Clock Hours that have been equated to unit credit in most cases will probably not be transferable to any other college or university. Units are not applicable towards any Child Development Permits issued by the California Commission on Teacher Credentialing. Students should meet with an

academic advisor to discuss their professional and employment goals and circumstances to determine if CCECE meets their particular needs.

REGARDING THE STATE OF CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, COMMUNITY CARE LICENSING, TITLE 22 REGULATIONS:

The courses have been accepted by the State of California, Department of Social Services, and Community Care Licensing Division under Title 22, Section 101215.1(i), and Section 101216.1(d):

"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."

The courses only satisfy the educational component required by Community Care Licensing under Title 22 regulations. Per California Title 22 regulations, teachers must also have a minimum of six months of work experience in a licensed childcare center. Directors must have four years of work experience in a licensed childcare center.

PROFESSIONAL LICENSURE

None of the educational services offered lead to occupations that require licensure. California does not license individual childcare workers; instead, prospective teachers must meet various

SEQUENCE AND FREQUENCY OF INSTRUCTIONS

A student may begin the program at the beginning of any module.

ALL courses, whether on-campus or online, are scheduled on Saturdays from 8:00am to 5:00pm. Each module includes an additional 10 hours of readings and projects. In some cases, it may take additional time to complete assignments.

Note: Each instructor has two office hours available each week during the course for individual instruction with students. Students can also schedule personal meetings with instructors as needed.

Course Descriptions

Length of Education Service – Total Clock Hours = 495.

The institution offers only one course of study. During the course of study, students fulfill the educational requirements under Title 22 regulations for various employment positions in licensed childcare centers.

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	ECE 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 FOR COMPLETION OF PROGRAM CERTIFICATE
- A total of 24 semester ECE units is required for this certificate.
- Students must earn a grade of "C" or better in all classes within the program.
- At least fifty percent (50%) of coursework must be completed at CCECE (12 semester ECE units).
- Students must have received a minimum of 80% or higher attendance for the entire program.

Description

This course will explore the foundations of Early Childhood Education. Students will be introduced to various topics such as the history of early childhood education; important players of the various philosophies and theories behind child development and early childhood; and will 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 diverse cultural perspectives, and the concept of an age-appropriate curriculum will also be explored.

Educational Objectives

By end of this module the student will:

- Describe the history of child development and identify the major theorists and their theories regarding child development and early childhood education (Montessori, Pestalozzi, Locke, Dewy, Rousseau)
- Identify the different roles and expectations of an early childhood professional.
- Understand how to include children with special needs into the program.
- Appreciate various ways to facilitate play and learning.
- Define the term *holistic curriculum*.
- Recognize the different developmental stages.
- Create an environment that stimulates growth.
- Incorporate developmentally appropriate experiences in language, math, science, and arts.
- Explain how the physical care routines are part of early learning environment (feeding, toileting, resting, and dressing).
- Describe the value of art experience in early childhood curriculum (creativity)
- Recognize that the best kind of learning for children includes real experiences, active learning, exploration of their environment, and play.
- Understand that early literacy is improved by the teacher reading to the children.
- Explain how 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 (excluding holidays). All on-campus and online classes meet on Saturdays from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

Complete citation of textbooks or other required written material:

Janet Gonzalez-Mena, *Foundations of Early Childhood Education* (6th Edition). The McGraw-Hill Companies, Inc., New York, NY, 2013. ISBN: 978-0078024481

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 Career
                  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

Class 3   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's
               Stages
           Chapter 12: Observing, Recording, and Assessing

Class 5   Chapter 13: Language and Emergent Literacy
           Chapter 14: Fostering Joy in Developmentally Appropriate Experiences in
               Math/Science
           Chapter 15: Integrating Art, Music, and Social Studies into a Holistic Curriculum

Evaluation Methods:

The 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 projects, participation in class discussions, weekly exams, and the final exam.

Instructional mode or methods in either on-campus or online format:
- Lecture
- Discussion and project groups
- Reading
- Case studies
- Videos

ECE102 – Child, Family, and Community

Description

This course focuses 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.

- The importance of problem-solving skills to children's cognitive development.
- Self-esteem.
  - The Family
    - The role of culture in child-rearing.
    - The influence of culture on individual behavior, thought processes, self-expression, and responses to different situations.
    - The difference between cultures which promote independence and cultures which promote interdependence.
    - The role of childcare in child-rearing.
    - How to create partnerships with families.
    - Effective ways to discipline, including meeting a child's needs as a way to prevent unacceptable behavior.
    - 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.

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 (except holidays). All on-campus and online classes meet on Saturdays from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

Complete citation of textbooks or other required written material:

Janet Gonzalez-Mena, *Child, Family, and Community: Family-Centered Early Care and Education* (6th Edition). Pearson Education, Inc., Upper Saddle River, NJ, 2012. ISBN: 978-0132657143

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 Child in Context of Family and Community
	Chapter 2: Societal Influences on Children and Families
	Chapter 3: Attachment, Trust, and Parenting
Class 2	Chapter 4: Supporting Families with Autonomy-Seeking Youngsters
	Chapter 5: Sharing Views of Initiative with Families
	Chapter 6: Working with Families of School-Age Children
Class 3	Chapter 7: Understanding Families' Goals, Values, and Culture
	Chapter 8: Working with Families on Guidance Issues
	Chapter 9: Working with Families on Addressing Feelings and Problem Solving
Class 4	Chapter 10: Working with Families to Support Self-Esteem
	Chapter 11: Working with Families Around Gender Issues
	Chapter 12: Stress and Success in Family Life
Class 5	Chapter 13: Schools and Early Care and Education Programs as Resources
	Chapter 14: Other Community resources
	Chapter 15: Social Policy Issues

Evaluation Methods

The 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 projects, participation in class discussions, weekly exams, and the final exam.

Instructional mode or methods in either on-campus or online format:

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

ECE103 – Child Development

Description

This course is intended to enhance understanding of the fundamental concepts of child development and the development of individuality. This class examines the major physical, socio-emotional, 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:
- Distinguish the different factors involved in:
  - Physical/motor development
  - Cognitive development
  - Language development
  - Social/emotional development
  - Sensory and perceptual development
- Identify the influence of families, culture, peers, and the society on development.
- Understand the nature vs. nurture debate
- Explain the roles of fathers and mothers as caregivers
- Identify Piaget's theory of cognitive development stages.
- Understand Vygotsky's theory of social constructivism
- Appreciate a young child's early attachment with a primary care giver as the foundation of all future relationships.
- Understand Erickson's eight stages of man which include a series of conflicts over the span of a life cycle.
- Define the concept of zone of 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 (except holidays). All on-campus and online classes meet on Saturdays from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

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
	Chapter 3: Prenatal Development and Birth
	Chapter 4: Physical Development and Health
Class 2	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

The 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 projects, participation in class discussions, weekly exams, and the final exam.

Instructional mode or methods in either on-campus or online format:

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

ECE104 – CURRICULUM PLANNING

Description

This course will explore the planning and implementation of high-quality curriculum in early childhood classrooms. 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 multiple content areas.

Educational Objectives

By end of this module student will be able to:

- Appreciate the history of child development and know the different theorists and theories regarding child development and early childhood education.
- Describe developmentally appropriate practices.
- Develop a weeklong curriculum based on a theme, covering several content areas.
- Define a holistic curriculum.
- Create an early childhood learning environment which stimulates growth.
- Understand that 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 comprehension and develop listening skills.
- Recognize that prerequisites to writing include small-muscle development, print awareness, and hand-eye 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 (except holidays). All campus and online classes meet on Saturdays from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

Complete citation of textbooks or other required written material:

Claudia Eliason and Loa Jenkins, *A Practical Guide to Early Childhood Curriculum* (9th Edition). Pearson Educations, Inc., Upper Saddle River, NJ, 2011, ISBN: 978-0132595131

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
Class 2   Part 2: Personal and Social Development
Class 3   Part 3: Cognitive and Literacy Development
Class 4   Part 4: Aesthetic and Creative Development
Class 5   Class Presentations

Evaluation Methods

The 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 projects, participation in class discussions, weekly exams, and the final exam.

Instructional mode or methods in either on-campus or online format:

- Curriculum development and creative arts
- Lecture
- Discussion and project groups
- Reading
- Case Studies
- Videos

Description

This course introduces relationship-based care in infant/toddler programs. Students learn to plan curriculum based on observation, meeting infants/toddlers' needs and providing positive guidance. The course emphasizes primary care, continuity of care, and individualized care in small groups, and includes standards for staffing, equipping, and administering an infant/toddler classroom to maintain compliance with California Community Care Licensing requirements.

Educational Objectives

By end of this module student will be able to:

- Create a diaper changing procedures plan and chart
- Know proper procedures for caregiving activities such as diapering, feeding, and napping.
- Understand the elements of classroom and a playground arrangement for infants and toddlers.
- Understand the importance of attachment for infant and toddlers
- Be familiar with Quarterly Needs and Services Plans and what kind of information they should include
- Understand the concept of "caregiving as curriculum"
- Recognize the role of culture in caring for infants and toddlers, and understand how cultural differences in caregiving practices between parents and caregivers may be bridged.
- Understand the ways in which infant/toddler care differs from preschool.
- Recognize how a caregiver builds the relationship on which curriculum depends.
- Understand attachment and what factors influences its development.
- Know ways to foster cognitive, physical, and social development in infants and toddlers.
- Describe Erickson's first three stages.
- Know what needs to be done to make a safe environment for infants and toddlers.
- Know appropriate group size and adult/child ratios for infant/toddler care

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 (except holidays). All on-campus and online classes meet on Saturdays from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

Complete citation of textbooks or other required written material:

Janet Gonzalez-Mena and Dianne Widmeyer*, Infant, Toddlers, and Caregivers*, 8th Edition, The McGraw-Hill Companies, Inc, New York, NY, 2009, ISBN: 978-0073378541

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

The 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 projects, 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

ECE106 – Child Care Center Supervision & Administration

Description

This course provides an overview of the fundamental duties and responsibilities of early childhood program administrators, which includes preparation, implementation, and evaluation of the program goals and budget controls, program operations, and compliance with state Licensing regulations. Students will also explore the fundamentals in becoming an effective supervisor through the study of leadership styles and discussion of the methods for the selection, supervision, and evaluation of the staff in an early childhood setting.

Prerequisites – 4 courses (12 semester units): ECE 101, 102, 103, and 104 or 105; or permission of the Director

Educational Objectives

By end of this module student will be able to:

- Have an understanding of Title 22 regulations
- Recognize that one of the biggest quality issues facing early childhood care and education programs may be the challenge of recruiting and retaining 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.
- Design a developmentally appropriate classroom and outdoor play space
- Create a daily activity schedule
- Write a budget for a center of 36 fulltime children
- Create marketing strategies for recruiting children and staff
- Identify ways to maintain a positive relationship with parents and community agencies
- Develop a vision, mission, and program evaluation

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 (except holidays). All on-campus and online classes meet on Saturdays only from 8:00am to 5:00pm.

Standard Occupational Classification (SOC Code): 11-9031.00

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:

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

Evaluation Methods

The 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 projects, 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

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 center director/supervisor. The director will evaluate the student teacher's performance.

Educational Objectives

By end of this module student will be able to:

- Evaluate a childcare center using ECERS 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 ECERS.
- Perform in a professional manner in an Early Childhood classroom and as a team member.
- Set up 7 interest centers and produce photographs.
- Understand and execute the entire 42 points scale of ECERS.
- Demonstrate knowledge of professional expectations in early childhood programs, including punctuality and being ready to work on time.
- Perform cleaning chores: cleans tables, sinks, floors, etc.
- Act quickly to prevent accidents or aggressive incidents.
- Show appropriate awareness of the entire class even when working with one child.

Requirements for completion: 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.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

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: 978-0807745496

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 19-28   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 ECERS 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 weekly conferencing, and self-reflection questions in addition to on-site experience at a licensed childcare center.

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 opportunities to develop observational strategies and 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 practice forming 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

By end of this module student will be able to:

- 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.
- Demonstrate knowledge of appropriate planning in the development and implementation of curriculum plans, including preparing materials in advance for curriculum activities.
- Understand to encourage all children to develop a sense of independence.
- Respect and listen to children.
- Assume his/her share of classroom responsibility.
- Share in the non-teaching responsibilities and tasks of teaching (e.g., feeding the pets, cleaning the kitchen).

Requirements for completion: Proof of 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.

Standard Occupational Classification (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00

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

Evaluation Methods

Students are evaluated by a qualified childcare center director. The evaluation includes student's activities, using the 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 on-site experience at a licensed childcare center.

Weekly Journal

Student/Teacher will make at least one ten-minute daily entry, typed on days worked or volunteered, in a childcare center. Students should write about their experiences, occurrences, observations, feelings, questions, reflections, and other happenings during student teaching, as well as answering guiding questions addressed in the syllabus or in the textbook readings.

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	

Administration & Faculty

Our faculty and administration consist of caring, knowledgeable, qualified educators with extensive practical experience in the early childhood field who seek to share their knowledge with student learners and the community we serve.

Director

Ethel R. Alandy, Director and Chief Operations Officer, holds a Master of Arts degree in Human Development with a specialization in Leadership in Education and Human Services from Pacific Oaks College (Pasadena, CA). She attended San Francisco State University, majoring in Psychology with a minor in Asian-American Studies. She also graduated with an AS degree in Early Childhood Education from Skyline College (San Bruno, CA). She has over 23 years of experience working in the Early Childhood profession and has served as an instructor at California College of ECE since 2017. She has overseen College Admissions and Records as the Registrar for California College of ECE since 2018, a role for which she remains passionate while taking over as Director in July of 2021. Ms. Alandy intends to pursue a doctorate in Education in the near future.

Instructors

Amy Campbell, Assistant Director & Chief Education Officer, has been working in the Early Childhood Education field for over 20 years. She served as a preschool director in Palo Alto for 5 years. She has a BA degree in Human Development from Pacific Oaks College in Pasadena, California. Amy completed her Master of Arts degree at Pacific Oaks College in Human Development with a specialization in Leadership in Education and Human Services, and a sub-specialization in College Teaching/Teaching Adults.

Daisy Hsieh graduated from the University of California, Davis, with a BS in Human Development with an emphasis in Child Development. In 2019, she earned her MS in Early Childhood Education. She has over 25 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 Regional Manager overseeing four sites serving children 0-5 years old. She also had the opportunity to teach at the Professional Association of Childhood Educators, Conferences, and the UC Davis extension.

Stacey James has over 20 years experience as an early child educator and administrator. She earned a BA from Mills College (Oakland, CA) and an MA in Human Development from Pacific Oaks College (Pasadena, CA). She is fascinated by young children and their processes and believes passionately in the important of early childhood education.

Kathleen Zaragoza has worked in the field of Early Childhood Education for over 35 years. She has a BA degree in Sociology from the University of California, Santa Barbara and has over 32 ECE units. She holds a California Child Development Permit as a Program Director. She has a wide range of experience in the Early Childhood 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.

Admissions

GENERAL CRITERIA FOR ADMISSION:
- Student must be at least 18 years of age and have a high school diploma (or equivalent) or college degree (if applicable).
- All students must submit a copy of a government-issued photo ID.
- No ability-to-benefit students will be admitted into the institution.
- 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.

INTERNATIONAL ADMISSIONS POLICY

This institution does NOT accept students from other countries who seek to enter the United States on a student visa. The College requires international students to provide documentation of English language proficiency, such as diplomas or official transcripts from previous educational institutions which are printed in English. All classes and class materials are presented in English. This institution does not provide ESL or translation services.

International students who cannot provide documentation of English language proficiency are required to take the TOEFL IBT test. The cost is $185 and takes over 4 hours to complete. The minimum score for admission is 61.

NEW STUDENT ORIENTATION
- <u>On-campus students</u> will receive their Orientation from the instructor the first day of the course.
- <u>Online students</u> must attend their Orientation via Zoom by appointment with the Registrar prior to the first day of the course.

TECHNICAL REQUIREMENTS FOR ONLINE COURSES:
- Computer (desktop or laptop)
- High speed internet access, 8MBS/SCC download speed (minimum); cable connection is preferred.
- Web cam
- Headphones with microphone

<u>Prospective online students must be able to perform the following skills:</u>
- Know how to print documents from their computers.
- Know how to use the Internet.
- Know how to use a web browser. (Firefox, Chrome)
- Know how to use a search engine. (Google, Bing)
- Able to use email, including how to attach an attachment to an email.
- Know basic use of word-processing and spreadsheet software (Microsoft Word, Excel).

TRANSFER/ARTICULATION AGREEMENTS

This institution has not entered into an articulation or transfer agreement with any other college or university.

VISA-RELATED SERVICES

This institution does not admit students from other countries who seek to enter the United States on a student visa; as a result, no visa-related services are offered.

Institutional Policies and Procedures – Institution Policies

ADA – REASONABLE ACCOMMODATIONS POLICY

The College will make every effort to accommodate disabled students. Students seeking accommodations for documented physical and/or academic challenges must self-identify to the institution's Admissions representative prior to the beginning of their course. Specific accommodation requests must be submitted in writing to the Director for review and approval. Current documentation of the disability may be requested to evaluate the accommodation request. Upon the Director's approval, individual instructors will be informed of the accommodations as appropriate and with the consent of the student. Students who do not require accommodations do not need to disclose their disabilities.

Students should be aware that if he or she is seeking employment in a licensed childcare setting, the following duties statement is typical for many employment positions:

- Must be able to interact with a child at their eye level stand tall enough to lift children up to 45 pounds.
- Must have visual acuity to see and supervise children for a distance of 50 feet.
- Must be able to hear children speaking in a normal tone and any alarms.
- 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.

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, and will contain permit records of the following information:

- Previous education evaluation if student is transferring units from another institution.
- Copies of all documents, contracts, and instruments of indebtedness.
- Receipts for all payments made to the institution.
- Disciplinary documents.
- Complaints and/or concerns and any communication the institution had with the student.
- Attendance records.
- Grade card, transcript, and certificate granted with a date on which it was granted, including the module name(s), 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 Director's office. There is no charge for the first transcription, and for additional copies a $20.00 fee will apply.

UNLAWFUL HARASSMENT POLICY & PROCEDURES

California College of Early Childhood Education is committed to maintaining the learning community as a safe place of work and study for administration, faculty, and students. The College maintains a strict policy dedicated 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 (but not limited to) verbal and physical conduct, visual displays, intimidation, exploitation, threats, demands, and retaliation will not be tolerated.

All staff and students are subject to and responsible for complying with this policy, and are expected to conduct themselves, at all times, in a professional and respectful manner. Any student who believes they have either experienced or witnessed any acts of discrimination or harassment must report the matter promptly to any College staff member so that the College may address the matter immediately.

Institutional Policies and Procedures
– Student Conduct & Disciplinary Policies

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:

- Continual disregard for the institution's policies and regulations, including Academic Integrity.
- Not showing academic progress.
- Failure to pay the course tuition, fees, and charges.
- Attending classes while under the influence or effects of alcohol, drugs or narcotics of any kind.
- Bringing concealed or dangerous weapons to school.
- Disorderly conduct that interferes with the academic pursuit of the school and its students and instructors.
- Solicitation of any products or services.
- Students may not bring children, relatives, or others with them to class.

ACADEMIC INTEGRITY

At California College of ECE, academic honesty is expected of every student in all exams, assignments, and projects. A student's academic work and conduct should always represent the student's genuine personal effort. Students who are dishonest impair their own intellectual, personal, and professional growth and development, and can result in academic records which do not accurately represent the student's learning and achievements. Academic dishonesty can also hurt the community, as employers, families, children, and colleagues expect educators to be knowledgeable professionals. Finally, California College of ECE is an institution focused on training educators, who should follow the highest standards of honesty and professionalism in their work and set an example for others.

The institution will not condone or tolerate any violations of academic honesty. Such violations include (but are not limited to):

- *Plagiarism* – presenting someone else's work as your own.

- *Academic dishonesty/cheating* – using references or materials not authorized by the instructor as resources during exams or assignments (e.g., Internet resources, cellular phones, personal electronic devices, text messages, lecture notes, textbooks, etc). This also includes using the assistance of others when collaboration with others has not been authorized by the instructor.

- *Inappropriate collaboration* – providing assistance to other students where such aid has not been authorized by the instructor.

An instructor who believes that a student engaged in Academic Dishonesty will speak directly to the student about the alleged incident and impose one or more sanctions, including a written warning or grade penalties on the assignment or exam in question. For serious or repeated incidents, the instructor shall report the incident in writing to the Director for further action.

Upon review, the Director will determine the appropriate sanctions, which may include a lowered course grade, no credit in the course, probation in future courses, or dismissal from California College of ECE. The student will be notified by the Director once a decision has been made, at which time the student will also be advised of the process to appeal the decision.

QUESTIONS OR COMPLAINTS

If deemed desirable, complaints may be made in written form and addressed to the attention of the Director, Ethel Alandy at California College of Early Childhood Education, 1670 South Amphlett Blvd, Suite 214-38, San Mateo, CA 94402.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at *1747 North Market Blvd. Suite 225, Sacramento, CA 95834*, or *P.O. Box 980818, West Sacramento, CA 95798-0818*, www.bppe.ca.gov, (888) 370-7589 or by 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 the Director, who can be contacted at (650) 345-1555. Both the complainant and the respondent will receive appropriate information, support, and assistance in resolving the grievance. Whenever possible, grievances should be resolved by a process of discussion, cooperation, and reconciliation, with the intent 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.

Institutional Policies and Procedures – Academic Policies

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

California College of ECE will accept up to 12 units transfer credits toward the certificate. In order to transfer credits, students must submit official transcripts from the other institution(s). Credits from courses similar in description to the corresponding course at CCECE may be accepted. A duplication of credits already earned will not be awarded. Units may only be transferred from other institutions approved by the Bureau for Private Postsecondary Education, or public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education. Students will not receive transfer credit for courses in which a grade lower than a "C" was earned. Students may appeal a decision related to transfer credits by contacting the Director and requesting an additional review of academic records.

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

- **Attendance** is a primary factor in successful course completion. Fifty percent of the course grade is based on attendance. 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 course. Courses are not self-paced; there are set times and dates when students need to attend classes.

  If a student misses one class or a total of eight hours over the 5-week course, the highest grade they can receive is a "C". If a student misses more than one class or more than eight hours over the 5-week course, the student will have to retake the course.

- **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. 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.

EXPERIENTIAL CREDITS

This institution does not award credit for prior experiential learning.

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 U.S. 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.

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.

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**

Students seeking to dispute their grade should make every effort to try to resolve the problem with their instructor first. Students who are unable to resolve the problem with their instructor can submit a written appeal to the Director within six weeks from the last day of the course that the grade was received from. No late paperwork will be accepted later than 2 weeks after each course has ended.

Student Assessment & Grading – <u>Lecture Based Modules</u>

- ECE101: Introduction 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.
- **Assignments (20%)** – Students should complete assignments before class and thoroughly read the required textbook while paying critical attention to the major points/emphases of the material. Students will be asked to integrate aspects of the reading in class discussions.
- **Exams (30%)** – Quizzes are given each week, and a final exam is given on the last day of the course.

Academic progress is assessed by the instructor of each course. This is done through instructor evaluation of lessons and projects. Additionally, there is a quiz each class meeting. The quiz covers the previous week's lecture, assignments, and discussions. 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.

HIGH SCHOOL DIPLOMA

Each student admitted shall possess at minimum a high school diploma/G.E.D. or equivalent.

ONLINE LEARNING

Classes are taught in an interactive, real-time environment via Zoom Meetings. The instructor will be in the online interactive classroom with all of the students. Time spent online is automatically logged for each student.

Online students must have their webcam on and must be visible throughout the entire class period to receive the full credit for attendance. It is important that students are in an area that will allow them to focus on the class. Constant interruptions by surroundings or constantly leaving are not

acceptable and may result in a deduction of attendance points. Students who do not have a webcam and headphones will not be accepted into the program. Online students will take all quizzes and exams in real time while being monitored by the instructor in the virtual classroom. To ensure that quizzes and exams are submitted on time, students must also submit all quizzes and exams while online and monitored by the instructor.

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.

RE-ENTRY STUDENTS

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

PROBATION AND DISMISSAL POLICIES

A student must maintain at 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.

SATISFACTORY ACADEMIC PROGRESS POLICY

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

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 certificate 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 or certificate 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.

Institutional Policies and Procedures – Student Account Policies

CURRENT FEES AND TUITION

Lecture Modules (3 units each module)	On-Campus	Online	Book Price
Registration Fee – NONREFUNDABLE	$100.00	$100.00	N/A
Student Recover Fund (STRF) – NONREFUNDABLE	$2.50 per $1000.00	$2.50 per $1000.00	N/A
Tech Fee ($49.95 per each online class) -- NONREFUNDABLE	N/A	$299.70	N/A
ECE 101 Intro. to ECE Curriculum – REFUNDABLE	$450.00	$450.00	$45.00
ECE 102 Child, Family & Community – REFUNDABLE	$450.00	$450.00	$65.00
ECE 103 Child Development – REFUNDABLE	$450.00	$450.00	$182.87
ECE 104 Curriculum Planning– REFUNDABLE	$450.00	$450.00	$105.00
ECE 105 Infant/Toddler Development – REFUNDABLE	$450.00	$450.00	$69.00
* ECE 106 ECE Supervision & Administration – REFUNDABLE	$450.00	$450.00	$105.00
Field Training Modules (3 units each module)			
ECE 107 Intro. to ECE Environment – REFUNDABLE	$450.00	$450.00	$21.86
ECE 108 Children Provider Practicum – REFUNDABLE	$450.00	$450.00	$183.59
ESTIMATE TOTAL CHARGES FOR ENTIRE EDUCATIONAL PROGRAM	$3702.00	$4001.70	Total cost of Books =
Total shipping for books ($4.50 per book, shipped from the College) plus book cost	N/A + $775.32	$66.40 + $775.32	$777.32
ESTIMATE TOTAL CHARGES FOR ENTIRE EDUCATION PROGRAM W/BOOKS	$4477.32	$4843.42	
TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE =			

* Indicates course has prerequisites

Students can purchase textbooks from alternative sources or borrow textbooks from the College library at no cost. Students may request to have the textbooks shipped to them but must pay for shipping and handling ($4.50 per book, shipped from the College via USPS Media Mail). Students are responsible for returning the textbook to the College.

- If any check is returned for insufficient funds, the student will be charged a $25 service fee per check. All subsequent payments will be accepted in money order, cashier's check, or credit/debit card only.
- Payment must be received in full at least a week before the first day of class.
- Students will not be able to enroll if they have a pending balance from the previous modules.
- Transcripts and/or certificates will not be issued until student tuition and fees are paid in full.

FINANCIAL AID

This institution does not participate in or offer State or Federal financial aid programs of any kind. In addition, this institution does not offer any other forms of financial aid, such as payment plans, grants, or scholarships.

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. In addition, 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.

TUITION REFUND UPON CANCELLATION OF ENROLLMENT AGREEMENT

The institution for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, minus the registration 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.

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 rated refund.

The refund shall be calculated as follows:

1. The (non-refundable) Registration fee is deducted.
2. The cost of tuition is divided 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 line (1).
5. The refund shall be any amount in excess of the figure derived in line (4) that was paid by the student.

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:

- Providing a written notice to the Director, Ethel Alandy at California College of Early Childhood Education at 1670 South Amphlett Blvd Suite 214-38, San Mateo, CA 94402.
- Mailed or faxed notification will be calculated for refund beginning on the date postmarked.
- Refunds will be issued within 30 days from the post marked date. If the tuition payment was made by debit/credit card, the refund will only be credited back to the same card. Students who paid their fees by check, money order, or cashier's check must provide a self-addressed, stamped envelope for the college to send the refund check.

STUDENT TUITION RECOVERY FUND (STRF) POLICIES

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or

are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. <u>Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd, Suite 225, Sacramento, CA 9583, (916) 431-6959 or (888) 370-7589 (toll free), or by fax (916) 263-1897.</u>

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Resources & Services

LOCATION

On-campus courses are offered at 1670 South Amphlett Blvd, San Mateo, CA 94402.

California College of Early Childhood Education is centrally located in San Mateo in close proximity of highways 101, 92, and 280 on the San Francisco Peninsula at the Bayshore Corporate Center. There is free all-day public parking.

DIRECTIONS:

From San Francisco/North peninsula:
From 101-S, take exit 414B for CA-92 E/Fashion Island Blvd/CA-92 W toward Hayward/Half Moon Bay. Follow signs for San Mateo Bridge, then take Fashion Island Blvd exit. Turn right onto Fashion Island Blvd and continue onto 19th Avenue. Turn right onto S Grant Street, then turn right onto Concar Drive. Concar Drive turns left and becomes S Amphlett Blvd. 1670 S Amphlett Blvd will be on the left.

From San Jose/East bay:
From CA-92 westbound, take the Delaware Street exit in San Mateo. Turn right onto Concar Drive which becomes S Amphlett Blvd. 1670 S Amphlett Blvd will be on the left.

From Half Moon Bay:
From CA-92 eastbound, take the Delaware Street exit in San Mateo. Continue for one block on 19th Ave then turn left onto S Grant Street. Turn right onto Concar Drive which becomes S Amphlett Blvd. 1670 S Amphlett Blvd will be on the left.
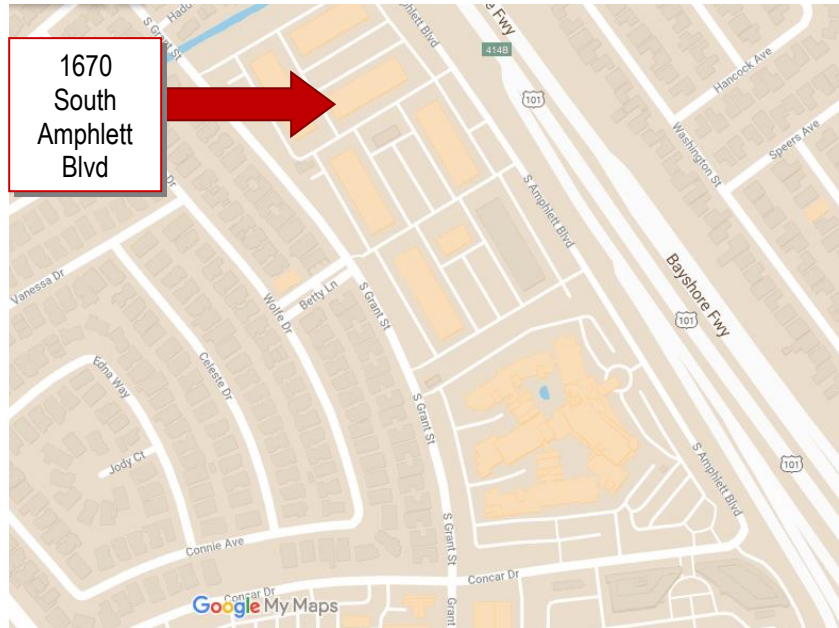
ACADEMIC ADVISING

Academic Advising is offered to all current and prospective students by the Director, who can be contacted at (650) 345-1555 or email: admin@californiacollegeofece.com.

LIBRARY/RESOURCE CENTER

California College of Early Childhood Education library maintains an organized collection of informational resources accessible to all students, including:

- Multiple copies of all books and printed materials required by the curriculum
- Instructional videos (available in both VHS and DVD formats)
- Paper copies of all PowerPoints course lectures

When courses are in session, students may access the library by asking the Director for entrance. Instructors are also authorized to check out/in books and materials. Distance learners can access the library by contacting the Director by phone or email and arrange to have materials/books mailed to them at the student's expense. Outside of class hours, the library is open Tuesdays, Thursdays, and Fridays from 10-5, and by appointment through the Director.

PLACEMENT SERVICES

California College of Early Childhood Education does not offer placement services.

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.

The San Mateo Marriott/San Francisco Airport is within walking distance to the College. Rates range approximately between $125.00 to $175.00 per night.

DESCRIPTION OF FACILITIES AND MATERIALS USED FOR INSTRUCTION

The College is located at 1670 South Amphlett Blvd, San Mateo, CA 94402. The building is located at the Bayshore Corporate Center. The Administrative office is located on the second floor of the building, and a second-floor conference room is used as a classroom for up to 15 students. The conference room has a large white board, television, and AV equipment. There are ample tables and chairs.

- The building has proper facilities, including lighting, heating, and air conditioning. It is fully furnished with all the amenities to operate a college. The College leases the office and conference room equipment; the remaining learning materials are owned by the College.

OTHER FACILITY FEATURES:

- A mailroom with mailing supplies, various office supplies, and paper shredders
- Two elevators, as well as stairs
- Men's and women's restrooms adjacent to the elevators.
- Two kitchenettes available to students, including one refrigerator and two microwaves
- Vending machines located in the kitchenette adjacent to the conference room
- Outdoor benches and picnic tables
- Free all-day parking surrounding the building

EQUIPMENT INCLUDES:

- Large screen TV and AV equipment in the conference room
- A laptop for each on-campus and online class.
- Free WIFI
- Chairs and tables

MATERIALS INCLUDES:

- Books (the library is in the Director's office).
- Videos

Consumer Disclosures

ABOUT THE COLLEGE

This institution is not accredited by any accrediting agency recognized by the United States Department of Education. Courses meet the State of California, Department of Social Services, Community Care Licensing Division requirements under Title 22 Regulations for preschool and childcare center teachers and directors. Units are not applicable for Child Development Teaching permits issued by the California Commission on Teacher Credentialing.

<u>Notice concerning transferability of units</u>: Clock Hours that have been equated to unit credit in most cases will probably not be transferable to any other college or university.

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.

GOVERNANCE

California College of Early Childhood Education is a sole proprietorship.

LICENSED STATEMENT

California College of Early Childhood Education is a private institution approved to operate by the Bureau for Private Post Secondary Education. *Approval to operate* means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act (CPPEA) of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. Information about the Bureau can be found at www.bppe.ca.gov.

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 of the course, 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 written notice of cancellation is sent to the following address:

Ethel R. Alandy, Director
California College of Early Childhood Education
1670 South Amphlett Blvd, Suite 214-38
San Mateo, CA 94402

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

PRIVATE INSTITUTION

California College of Early Childhood Education is Private.

Our Classes Prepare You For These Employment Positions:

SIX UNITS:

6 Units = substitute preschool teacher
US Dept. of Labor's Standard Occupational Classification Code (SOC Code): 25-2011.00, 39-9011.00, 25-3031.00
6 units plus continuing enrollment = provisional preschool teacher.
SOC Code: 25-2011.00, 39-9011.00, 25-3031.00
6 units in Infant/Toddler Development and Child Development, plus continuing enrollment = provisional infant teacher.
SOC Code: 25-2011.00, 39-9011.00, 25-3031.00

TWELVE UNITS with 6 months of work experience in a licensed childcare program:

12 units including core classes = preschool teacher, or school-age afterschool teacher
SOC Code: 25-2011.00, 39-9011.00
12 units in core classes with Infant development = infant teacher
SOC Code: 25-2011.00, 39-9011.00

FIFTEEN UNITS with 4 years of work experience in a licensed childcare program:

15 units as above plus ECE Supervision & Administration = Center Director
SOC Code: 11-9030.00
15 units as above with ECE Supervision & Administration AND Infant Dev. = Infant Center Director
SOC Code: 11-9030.00