School Catalog
July 1, 2021 – June 30, 2022

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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 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.

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 childcare center. Directors need four years of experience in a licensed childcare 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 students 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 childcare center.

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 child care 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. Our faculty consists of caring, knowledgeable, qualified educators that have had many years of practical experience in the early childhood field. We strive to maintain employer satisfaction within the community by providing professionally trained and educated graduates for early childhood education.

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."

C. 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 for teacher credentialing or any Child Development Permits in California.

D. Professional Licensure

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

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

F. Length of Education Service – Total Clock Hours = 495.

G. Sequence, Frequency, and Modalities of Instructions

- **The student may begin the program at the beginning of any module.**
- **On-campus courses are scheduled on Saturdays from 8:00am to 5:00pm. Each module includes an additional 10 hours of readings and projects.**
- **Online courses 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.**
    - **Classes are taught in an interactive, real-time environment.**
    - **The instructor will be in the online interactive classroom with all of the students.**
    - **Students can schedule personal meetings with teachers via the student's virtual classroom portal.**
- **DISTANCE LEARNER ASSESSMENT of each student prior to enrollment verifies the skills and competencies to succeed in a distance education environment.**

- **Prospective online students must be able 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, Chrome)
  4. ___ Know how to use a search engine. (Google, Bing)
  5. ___ Able to use email, including how to attach an attachment to an email.
  6. ___ Know basic computer skills, including use of word-processing and spreadsheet software (Microsoft Word, Excel).

- **Devices required. Students will need the following to take part in online courses:**
  - Computer (PC or Laptop)
  - High speed internet access, 8MBS/SCC download speed (minimum); cable connection is preferred.
  - Web cam
  - Headphones with microphone
- **ONLINE DISTANCE STUDENTS: Online students must have their webcam on and must be visible throughout the entire class period to receive the full points. 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 unacceptable 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.**

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.

L. Certificate Program- Syllabus

ECE101 – Intro. to ECE Curriculum

Description

This class will go into detail the foundations of Early Childhood Education. Students will be introduced to assorted 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 diverse cultural perspectives, and going into depth of an age-appropriate curriculum will also be explored.

Educational Objectives

By end of this module the 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 a classroom 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 theorists contributing to our current understanding of early childhood educators. (Montessori, Pestalozzi, Locke, Dewy, Rousseau)
- Understand that physical care routines are part of early learning environment (feeding, toileting, resting, and dressing.
- Describe the value of art experiences 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 (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

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 on-campus 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 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.
  - 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 (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: 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

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 on-campus 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, 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:

- 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 (social-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 (except holidays). All on-campus and online classes meet on Saturdays only 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, 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 on-campus 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, literacy, math, science, art, music, food, outdoor/movement.

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.
- 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, 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 (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

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 on-campus 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

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 an infant care center to maintain compliance with 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 based 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 caregiver builds the relationship on which curriculum depends.
- Name at least six care giving locations.
- Define attachment and what factors influence 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 (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

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**

ECE106 – Child Care Center Supervision & Administration

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 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
- 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 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.

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:

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 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.

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: 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: 978-0-8077-4549-6.

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 19-28	**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 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 activates 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: 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
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 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 internship.

Journal Including

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.

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.**
- **Students must have received a minimum of 80% or higher attendance for the whole program.**

DESCRIPTION OF FACULTY AND THEIR QUALIFICATIONS

The 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 she continues to enjoy 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 was a director of a preschool 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 has 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 30 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 POLICY

This institution does NOT accept students from other countries; meaning, students that are here on a visa. This institution does not provide visa services, nor will the college vouch for student status. The College requires English as a Foreign Language students to take the TOEFL IBT test. All classes and class materials are taught in English. This institution does not provide ESL or translation services.

HIGH SCHOOL DIPLOMA

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

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 and request a review of your records again to ensure 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 courses is conducted before the module starts by appointment with the Registrar.

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

- **Attendance is a primary factor in successful course completion. Fifty percent of the grade is attendance based. This institution requires that a student attend a minimum of 80% of scheduled classes. 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 or a total of 8 hours over the 5-week course, the highest grade they can receive is a "C". If a student misses more than one class, 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 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 STUDENTS

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.

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 office 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.
- **Homework (20%)** – Students should thoroughly read the required textbook and complete assignments before class and pay 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. A final exam is also 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. There should be no surprise at the final outcome.

Online students are required to have their webcam on and must be visible throughout the entire class period to receive the full credit for attendance. 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.

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. **<u>Students who are absent the first day will not be admitted to the class.</u>**

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 in the Admissions office.

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.
- 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.

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 of 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.

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	$0.50 per $1000.00	$0.50 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 ($4.15 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 check them out from the College library at no cost. Students may request to have the borrowed textbooks shipped to them but must pay for shipping and handling ($4.15 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 further payments will be accepted in money order or cashier's check.**
- **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.**

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.

STUDENTS RIGHTS

Cancellation, Withdrawal and Refund Policy for On-Campus and Online Courses

A. 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.

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 rated 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 Ethel Alandy, California College of Early Childhood Education at 1670 South Amphlett Blvd Suite 214-38, San Mateo, CA 94402 or Fax (650) 573-5741.

2) Mailed or faxed notification will be calculated for refund beginning on the date post marked. Students must provide a self-addressed, stamped envelope for the college to send the refund check.

3) Refunds will be issued within 30 days from the post marked date.

QUESTIONS OR COMPLAINTS

If deemed desirable, complaints may be made in written form and addressed to the attention of the 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 feasible, grievances should be resolved by a process of discussion, cooperation, 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

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. 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.

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.

INSTITUTION POLICIES:

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 Associate's Degree (or higher) and be at least 18 years of age.**
- **Photo I.D.**
- **The College requires English as a foreign language students to take the TOEFL IBT test.**
- **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.**
- **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:

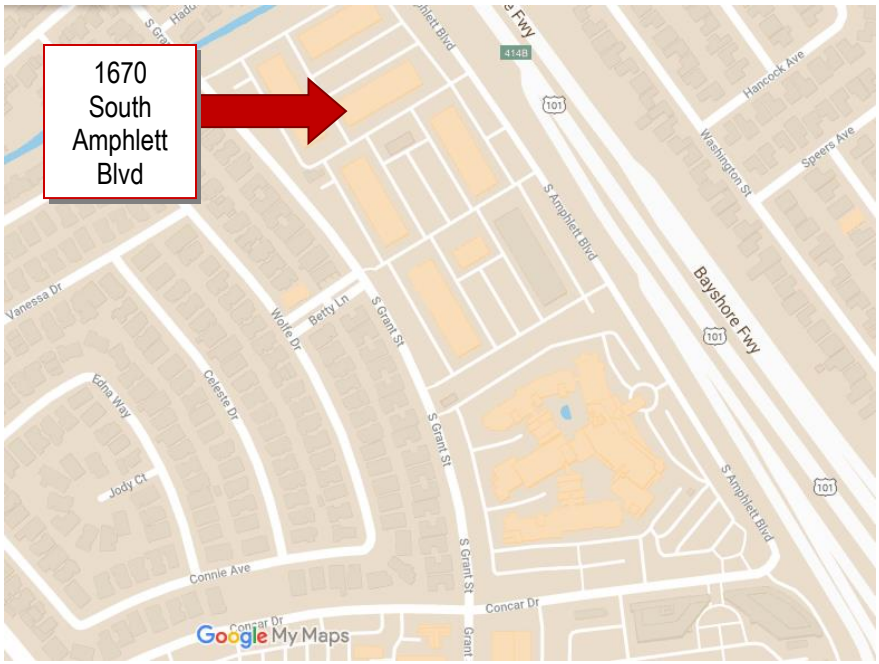
1. **Previous education evaluation if student is to transfer in units.**
2. **Copies of all documents, contracts, and instruments of indebtedness.**
3. **Receipts for the money paid to the institution.**
4. **Disciplinary documents.**
5. **Complaints and/or concerns and any communication the institution 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 Registrar's office. There is no charge for the first transcription, and for additional copies a $20.00 fee will apply.

Location

On-campus classes 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, 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 side.

From Half Moon Bay:
From CA-92, 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 side.

The facilities include a comfortable classroom with proper heating, cooling, and good lighting. There is one classroom and an online classroom. The equipment is modern and is sufficient for instructional purposes to reasonably 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 some equipment are leased.

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

The Administration office of the college is located on the second floor of the building at 1670 South Amphlett Blvd in San Mateo.

- A conference room used as a classroom can hold 10-15 students
- The building has heating and air condition, and there is good lighting.
- There are two elevators, as well as stairs
- There are men's and women's restrooms adjacent to the classrooms.
- There are two kitchenettes available to students, including one refrigerator and two microwaves
- Vending machines are located in the kitchenette adjacent to the conference room

Other facility features:

- A mailroom with mailing supplies, various office supplies, and paper shredders
- Outdoor benches and picnic tables
- There is 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 registrar's office).**
- **Videos**
- **The College leases the office and conference room equipment; the remaining learning materials are owned by the College.**

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. When courses are in session, students may access the library by asking any instructor for entrance. Instructors are 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 Registrar.

B. 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.

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.

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.

E. 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.

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 second-floor conference room is used as a classroom for 10-15 students. The conference room has a large white board, television, and AV equipment. There are ample tables and chairs.

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. There are also related resource books available for students to borrow.

Instructional Videos

The college has instructional videos which are stored in the Registrar's office and are available to students to borrow upon request. The instructional videos are in both VHS and DVD formats.

Lectures

Lectures are all on PowerPoint. Paper copies of all PowerPoints are stored in the Registrar's office.

All online courses are held via Zoom Meetings. Students are provided access to the course meetings 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 students to take the TOEFL IBT test. The cost is $185 and takes over 4 hours to complete. The minimum score for admission is 61.

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.

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.

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 teacher permits required by the California Department of 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.

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 experience:

12 units including core classes = preschool teacher, or school-age child care 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 experience:

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