



School Catalog
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TABLE OF CONTENTS

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

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

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

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 Statement

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

Our purposes are to provide the student with:

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

Our objectives are to prepare the student to:

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

C. Professional Licensure

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

D. Programs That Lead to Professions

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

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

F. Sequence, Frequency, and Modalities of Instructions

- The student may begin the program at the beginning of any module.
- Face to Face classes are scheduled on Saturdays from 8:30am to 4:00pm. Each module includes an additional 10 hours of readings and projects.
- High tech virtual online classes.
 - Classes are taught in a virtual interactive real-time environment.
 - Your instructor will be in the virtual interactive classroom with you and your classmates.

- Virtual interactive study halls are open 24/7 for you and the members of your study group.
- Course materials, training videos, and links to research sites.
- Students can schedule personal meetings with teachers via the student’s virtual classroom portal.
- DISTANCE LEARNER ASSESSMENT of each student prior to enrollment the skills and competencies to succeed in a distance education environment.
- Contact the college and arrange to meet online with Amy Campbell, Assistant Director, and demonstrate to her satisfaction his/her ability to perform the following skills:
 1. ___ Know how to print documents from their computers.
 2. ___ Know how to use the Internet.
 3. ___ Know how to use a web browser. (Firefox, Internet Explorer)
 4. ___ Know how to use a search engine. (Google, Bing, Ask.com)
 5. ___ Able to use email.
 6. ___ Know how to attach an attachment to an email.
 7. ___ Basic computer skills, word.
- Devices required. Students will need the following to take part in Virtual Interactive online Classes:
 - High speed Internet access 3MBS/SCC download minimum.
 - Web cam.
 - Basic computer skills.
 - Headphone with microphone (recommended).
- ONLINE DISTANCE STUDENTS: Please note that your webcam must be on throughout the entire class period to receive the full points. It is important that you are in an area that will allow you to focus on the class. Constant interruptions by your surroundings or constantly leaving will not be tolerated. Points will be deducted.
- Each online module consists of 45 clock hours as following:
 - 20 hours are interactive online with the instructor and the whole class. The class is schedule 4 hours each Saturday, either 8:00am – 12:00pm or 12:30pm – 4:30pm. Classes are also offered Tuesday and Thursday nights 7-9pm.
 - 15 hours are for individual online time reading text books, watching videos, outlining the material, and testing.
 - 10 hours are spent online in groups doing projects.
 - Note: Each instructor has 2 office hours available each week for individual instruction with students.
 - In some cases it may take more than the allowed time to complete assignments. Time spent online is automatically logged for each student.
 - The final exam will consist of 50 true/false questions (1 point each) and 25 multiple choice questions (2 points each).

The transmission of the first lesson and any materials to any student within seven days after the institution accepts the student for admission. As a distance education provider, the institution shall allow no more than seven days to lapse between the institution’s receipt of student lessons or projects, and the institution’s mailing of its response or evaluation.

G. Educational Program

ECE101 – Intro. to ECE Curriculum
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Description

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

Educational Objectives

By end of this module student will:

- Be familiar with the history of child development and know the different theorists and theories regarding child development and early childhood education.
- Know the different roles and expectations of an early childhood professional.
- Know how to include children with special needs into the program.
- Discover ways to facilitate play and learning.
- Know how to form and maintain relationships with families.
- Understand what a holistic curriculum entails.
- Understand the different developmental stages.
- Be able to create an environment that stimulates growth.
- Be able to incorporate developmentally appropriate experiences in language, math, science, and arts.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. On-line classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

Sessions 1-2	Chapter 1: Early Childhood Education as a Profession Chapter 2: First Things First: Health and Safety through Observation and Supervision Chapter 3: Communicating with Young Children
Sessions 3-4	Chapter 4: Facilitating Young Children's Work and Play Chapter 5: Guiding Young Children's Behavior Chapter 6: The Teacher as Model
Sessions 5-6	Chapter 7: Modeling Adult Relationships in Early Childhood Settings Chapter 8: Setting up the Physical Environment Chapter 9: Creating a Social-Emotional Environment
Sessions 7-8	Chapter 10: Routines Chapter 11: Developmental Tasks as the Curriculum: How to Support Children Stages Chapter 12: Observing, Recording, and Assessing
Sessions 9-10	Chapter 13: Language and Emergent Literacy

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
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
 - Mah, Ronald (Producers). (2006). Developmental Theories II [DVD]. Available from <http://www.FixedEarthFilms.com>. 38 min
 - Mah, Ronald (Producers). (2006). Basic Rules of Development Theories [DVD]. Available from <http://www.FixedEarthFilms.com>. 46 min
 - Mah, Ronald (Producers). (2006). Understanding Children ... Understanding Behavior... For More Effective Discipline [DVD]. Available from <http://www.FixedEarthFilms.com>. 57 min

ECE102 – Child, Family, and Community
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Description

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

Educational Objectives

By end of this module student will be able to:

- Understand how the child, the family, and the community are interconnected.
- The Child
 - The importance of attachment and trust.
 - The different attachment patterns.
 - The role of temperament.
 - The different phases of Erikson's psychosocial dilemmas.
 - Ways to encourage autonomy and how culture will influence it.
 - The value of play.
 - Problem-solving skills.
 - Self-esteem.
- The Family
 - The role of culture in child-rearing.

- The difference between cultures that promote independence and cultures that promote interdependence.
- The role of child care in child-rearing.
- How to create partnerships with families.
- Effective ways to discipline.
- Problem-solving.
- How gender roles and gender stereotypes are perpetuated.
- Stress in families and resiliency in children (characteristics of and how to promote it).
- The Community
 - Community resources.
 - Socializing agents.
 - Advocacy.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to 12:00pm, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

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

Evaluation Methods

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

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

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
 - Mah, Ronald (Producers). (2006). Temperament and Personality Affecting Behavior and Relationships [DVD]. Available from <http://www.FixedEarthFilms.com>. 96 min
 - Mah, Ronald (Producers). (2006). Building Self-Esteem in the Adult-Child System [DVD]. Available from <http://FixedEarthFilms.com>. 78 min

ECE103 – Child Development

Description

The class will go into the details of child development. The student will be introduced to various topics such as the history of early childhood education; important players of the various thoughts and theories behind child development and early childhood; and focus on different areas of human development.

Educational Objectives

By end of this module student will be able to:

- Be familiar with history of child development and know the major theorists and theories regarding child development and early childhood education.
- Understand the different factors involved in:
 - Physical development
 - Cognitive development
 - Language development
 - Social/emotional development
- Identify the influence of families, culture, peers, and the society on development.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods or (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. On-line classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

Sessions 1-2 Chapter 1: The Nature Child Development
 Chapter 2: Biological Processes, Physical Development, and Perceptual Development

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

Evaluation Methods

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

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

- Lecture
- Discussion and project groups
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos
 - Meridian Education Corporation (Producers). (2004). Intellectual Development: The First Five Years [DVD]. Available from <http://www.films.com>. 21 min
 - Meridian Education Corporation (Producers). (2004). Physical Development: The First Five Years [DVD]. Available from <http://www.films.com>. 19 min
 - Magna Systems (Producers). (2008). Preschoolers Social & Emotional Development [DVD]. Available from <http://www.magnasystems.com>. 21 min
 - Magna Systems (Producers). (2008). Preschoolers Physical Development [DVD]. Available from <http://www.magnasystems.com>. 21 min
 - Magna Systems (Producers). (2008). Preschoolers Cognitive Development [DVD]. Available from <http://magnasystems.com>. 24 min

ECE104 – Hands-on-Curriculum

Description

This class will go into detail about early childhood curriculum. The student will be introduced to various topics such as the history of early childhood education; developmentally appropriate practices; and partnering with

parents. The main goal of this course is to get the student comfortable in creating a week-long curriculum plan that fulfills 8 content areas: language and literacy, math, science, art, music, food, field trip, and visitor.

Educational Objectives

By end of this module student will be able to:

- Become familiar with the history of child development and know the different theorists and theories regarding child development and early childhood education.
- Become familiar with the different NAEYC (National Association for the Education of Young Children) standards.
- Understand what developmentally appropriate practices mean.
- Know how to form and maintain relationships with families.
- Understand what a holistic curriculum entails.
- Understand the different developmental stages.
- Be able to create an environment that stimulates growth.
- Be able to create a curriculum that is incorporates developmentally appropriate experiences in language, math, service, and arts.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

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

Evaluation Methods

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

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

- Hands-on-Curriculum development and creative arts
- Simulated teaching presentations
- Lecture
- Discussion and project groups
- Debates

- Demonstrations
- Reading
- Role Playing
- Case Studies
- Videos:
 - Meridian Education Corporation (Producers). (1991). Importance of Play [DVD]. Available from <http://www.films.com>. 10 min
 - Meridian Education Corporation (Producers). (1995). Communicating with Preschool Children [DVD]. Available from <http://www.films.com>. 20 min
 - Meridian Education Corporation (Producers). (2004). Art and Music for Preschoolers [DVD]. Available from <http://www.films.com>. 20 min
 - Mah, Ronald (Producers). (2006). Just Playing is Just Great [DVD]. Available from <http://www.FixedEarthFilms.com>. 38 min

ECE105 – Infant/Toddler Development
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Description

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

Prerequisites – 4 classes (12 units): ECE101, 102, 103, and 104, except ECE106, 107, and 108.

Educational Objectives

By end of this module student will be able to:

- Demonstrate an understanding of the normal development progression during infancy and toddlerhood.
- State and range of individual differences for a given developmental milestone.
- Compare and contrast the varying philosophies of care during infancy and the toddlerhood period.
- Demonstrate appropriate guidance techniques with infants and toddlers.
- Identify infant and toddler behaviors that illustrate the major child development theorists: Piaget, Erikson, and the Learning Theorists.
- Understand principles of educational and developmental research.
- Critically evaluate a study, including considerations of sample size, bias, and use of adequate controls.
- Demonstrate appropriate scheduling and programming decisions for infants.
- Analyze and evaluate environmental safety for infants and toddlers in individual care as well as group settings.
- Identify criteria of quality in infant/toddler centers.
- Demonstrate an understanding of the behavioral characteristics of infants and toddlers.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

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

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
- Debates
- Demonstrations
- Reading
- Role Playing
- Case studies
- Videos:
 - Learning Seed (Producers). (2009). *Toddlers Social & Emotional Development* [DVD]. Available from <http://www.learningseed.com>. 28 min
 - Learning Seed (Producers). (2009). *Toddlers Physical Development* [DVD]. Available from <http://www.learningseed.com>. 29 min
 - Learning Seed (Producers). (2009). *Toddlers Cognitive Development* [DVD]. Available from <http://www.learningseed.com>. 26 min
 - Magna Systems (Producers). (2003). *Early Relationships* [DVD]. Available from <http://www.magnasystems.com>. 19 min
 - Magna Systems (Producers). (2003). *Beginnings of Cognition and Languages* [DVD]. Available from <http://www.magnasystems.com>. 29 min
 - Magna Systems (Producers). (2003). *Emotional and Social World* [DVD]. Available from <http://www.magnasystems.com>. 15 min

ECE106 – Child Care Center Supervision & Administration

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. This class meets set by the California Commission on Teacher Credentialing for the Site Supervisor and Program Director permit and State of California Community Care Licensing.

Prerequisites – 4 classes (12 units): ECE101, 102, 103, and 104, except ECE105, 107, and 108.

Educational Objectives

By end of this module student will be able to:

- Recognize, develop, and describe the policies and procedures in setting up a childcare center.
- Formulate criteria for a quality center.
- Compare and analyze appropriate budget controls.
- Understand the laws governing a small business operation.
- Understand the laws and regulations from State Department/Community Care Licensing.
- Identify central issues and problems that face an administration of a child care center.
- Develop communication skills that will enhance the student's supervisory abilities.
- Develop, write, and implement goals and objectives for staff development.
- Describe practical applications of ECE theory.
- Evaluate program needs to implement.
- Understand the State Department Community Care licensing regulations.
- Develop strategies for building teamwork in a child care facility.

Length of Educational Program – 45 clock hours.

Sequence and Frequency of Class Sessions

Modules are scheduled in 10 class sessions in successive five week periods (avoiding holidays). Face to Face classes meet on Saturdays only from 8:30am to 4:00pm. Online classes are scheduled either Saturday mornings 8:00am to noon, or Saturday afternoons 12:30pm to 4:30pm, or Tuesday and Thursday evenings from 7:00pm to 9:00pm.

Complete citation of textbooks or other required written material:

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

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

Sessions 1-2	How to read Title 22 Regulations for a Preschool Center Highlights of Title 22 Regulations for Infant Center, a Toddler Component, and a School Age Program
Sessions 3-4	Chapter 1-4: Constructing the Program's Framework Chapter 5: Leading and Managing Personnel

Sessions 5-6	Chapter 6: Creating Quality Learning Environments Chapter 7: Financing and Budgeting
Sessions 7-8	Chapter 8: Marketing Your Program Chapter 9: Planning the Children's Program
Sessions 9-10	Chapter 10: Providing Nutrition, Health, and Safety Services Chapter 11-13: Assessment, Working with Families, and Contributing to the Profession

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

ECE107 – Intro. to ECE Environment

Description

- FIELD TRAINING CLASS
- Verification of hours and student assessment.

Educational Objectives

Work experience in a licensed childcare center or a large Family Day Care under the direct supervision of a fully qualified licensee or representative.

Length of Educational Program – 135 clock hours.

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

Instructional mode or methods:

One on one instructional training between the student and the ECE teacher assigned by the center director.
Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are measured:

ECE107 Work Experience Student Review

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

Student’s self-evaluation reflection:

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

ECE108 – Childcare Provider Practicum

Description

- FIELD TRAINING CLASS
- Verification of hours and student assessment.

Educational Objectives

Practicum teaching in the preschool classroom; planning, teaching, and leading activities in a licensed child care setting.

Length of educational program – 90 hours.

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

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

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

ECE108 Work Experience Student Review

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

Student’s self-evaluation reflection:

1. What is your teaching style?
2. What do you see as your role in the classroom when you are with a group of children?
3. How do you communicate expectations or rules to children? What are your expectations?
4. What part of being an early childhood teacher gives you the most satisfaction? What part of doing this work is the most difficult for you?
5. Describe one of the most successful lessons you have taught in a class. Explain why it worked so well.
6. What do you consider to be the physical appearance of an ideal classroom?

CLOCK HOURS OF INSTRUCTION

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

DESCRIPTION OF THE FACULTY AND THEIR QUALIFICATIONS

The Director

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

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

Instructors

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

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

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

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

ADMISSIONS POLICY

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

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

Acceptable Proof Of High School Graduation or Equivalency:

1. Copy of actual high school diploma or GED equivalency diploma.
2. Copy of high school transcript that indicates date of graduation.
3. Letter from the high school indicating date of graduation.
4. Copy of college transcript indicating high school graduation (please note that the college transcript must

indicate the name of the college on it – some transcripts printed from the website do not have the college on the transcript).

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

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

ACCEPTANCE OF CREDITS FROM OTHER INSTITUTIONS

CCECE will accept up to 12 units (50%) transfer credits toward the certificate on the following basis: Units were earned at institutions approved by the Bureau, or public or private institution of higher learning accredited by a accrediting association recognized by the U.S. Department of Education.

EXPERIENTIAL CREDITS

This institution does not award credit for prior experiential learning.

ORIENTATION

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

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

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

RE-ENTRY STUDENT

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

GRADING & STUDENT ASSESSMENT POLICY

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

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

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

Student Assessment & Grading – Lecture Based Modules

- ECE101: Intro. to ECE Curriculum
- ECE102: Child, Family and Community
- ECE103: Child Development
- ECE104: Hands-on-Curriculum
- ECE105: Infant/Toddler Development
- ECE106: Child Care Center Supervision and Administration
- Attendance and participation (50%) – Class attendance and participation is necessary both to discussion and in gaining understanding of the conceptual issues presented.
- Homework (20%) – Thoroughly read the required textbook and complete assignments before class. As you read, pay critical attention to the major points/emphases of the material. You will be asked to integrate aspects of your reading in class discussions.
- Exams (30%) – Exams are given each week. A Final Exam is also given on the last day of class.

Grading – Lecture Based Modules

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

Academic program is assessed by the instructor of each module. This is done through project instructor evaluation of lessons and projects. Additionally, there is quiz each class meeting. The quiz covers class meeting, lesson, and project. Any student performing at 80 % or high will be notified by the instructor and allowed to make-up/repeat this step to achieve satisfactory progress. Students who are progressing it is the instructors responsibility to each individual with each student throughout the course to assess the student to successful completion. They should be no surprise at final outcome. Distance Education learners take the quizzes in Real-time via email, so the test taking is protested in this way.

The final exam consists of 75 to 100 questions the entire content of the course/module. This is protested in the same way to the weekly class meeting quizzes. The student must achieve 80% success or submit additional.

SATISFACTORY ACADEMIC PROGRESS POLICY

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

PROBATION AND DISMISSAL POLICIES

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

RULES OF OPERATION AND CONDUCT

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

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

ACCIDENT REPORTING

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

ADA-REASONABLE ACCOMMODATIONS POLICY

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

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

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

UNLAWFUL HARASSMENT POLICY & PROCEDURES

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

The college remains committed to providing an environment free of sexual harassment and harassment because of race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity or expression, medical condition (cancer-related or genetic condition), disability and/or any other status protected by law. Prohibited harassment

in any form, including verbal and physical conduct, visual displays, threats, demands, and retaliation is unlawful and will not be tolerated.

Tuition and Fees

Lecture Module (3 units each module)	Face to Face	Online/Distance (includes tech fee)
Registration Fee – NONREFUNDABLE	() \$100.00	() \$100.00
Student Recover Fund (STRF) \$0.50 per \$1,000 – NONREFUNDABLE	() \$1.50	() \$1.50
ECE 101 – Intro. to ECE Curriculum	() \$350.00	() \$399.95
ECE 102 – Child, Family & Community	() \$350.00	() \$359.95
ECE 103 – Child Development	() \$350.00	() \$399.95
ECE 104 – Hands-on-Curriculum	() \$350.00	() \$399.95
ECE 105 – Infant/Toddler Development	() \$350.00	() \$399.95
ECE 106 – Child Care Center Supervision& Administration	() \$350.00	() \$399.95
Field Module (3 units each module)		
ECE 107 – Intro. to ECE Environment	() \$350.00	() \$350.00
ECE 108 – Children Provider Practicum	() \$350.00	() \$350.00
ESTIMATE TOTAL CHARGES FOR ENTIRE EDUCATION PROGRAM	\$2,901.50	\$3,201.20
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>		
<u>TOTAL CHARGES THE STUDENT IS OBLIGATION TO PAY UPON ENROLLMENT</u>		

This chart indicates:

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

BUYERS RIGHT TO CANCEL

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

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

B. Tuition Refund Policy

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

The refund shall be calculated as follows:

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

C. Tuition Refunds and Time for Payment

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

D. Statement of Calculations regarding Refund Policy

Registration: \$100	Nonrefundable.
Student Recover Fund (STRF): \$0.50 per \$1,000	Nonrefundable.
Tuition Fee: \$116.67 per unit	Refundable for students who have completed 60 percent or less of the course of instruction at the rate of \$7.78 per lecture hour if the student decides to withdraw.

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

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

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

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

QUESTIONS

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

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

STUDENT COMPLAINT PROCEDURE

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

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

STUDENT TUITION RECOVERY FUND (STRF)

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

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

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

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

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

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

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

THE INSTITUTION'S POLICY CONCERNING Admission Policies, Record Retention, and School Location

Admission Policies

A. General Criteria for admission are:

- Student must have a high school, or earned a GED and be at least 18 years of age.
- No ability-to-benefit students will be admitted into the intuition.

- Student must pay all related fees, as stated in the current fee schedule when submitting a signed enrollment contract or make other arrangements suitable to the institution.
- This institution has not entered into an articulation or transfer agreement with any other college or university.

B. **Visa Related Services** – This institution does not admit students from other countries; as a result no visa related services are obtainable.

Record Retention & Release

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

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

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

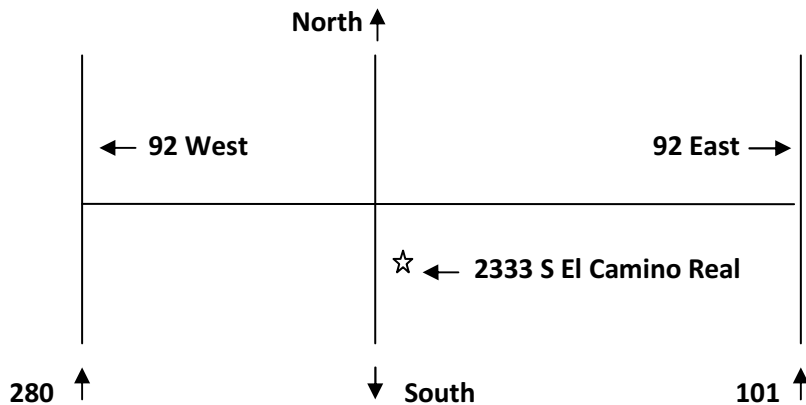
Location

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

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

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

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



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

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

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

- The facilities of the college are housed in a two-story building on El Camino Real in San Mateo. There are classrooms holding 12-18 students each.
- One online classroom downstairs.
- The building has heater air condition, and there is good lighting.
- There are three restrooms adjacent to the classroom.
- There is kitchenette available to students.
- Two offices are on the first floor, one for the Assistant Director and one for Temp Care Child care staffing.
- Upstairs are:
 - Five administration offices
 - Two restrooms
 - Copy/lunch room (kitchenette)
- There is a parking lot is the back of the building.
- Equipments includes:
 - Large screen and DVD player in each of the two face to face classrooms.
 - The big
- Materials includes:
 - Books (library – the building library is on the first floor in the online classroom).
 - Videos
 - White board in each face to face classroom.
 - Piano in classroom #1.
 - The college owns the building and all contents. There are no leased items.

STUDENT SERVICES

A. Library/Resource Center

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

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

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

It is the opinion of Dr. John A. England, an experienced educator and compliance expert, that the E-Campus

Cyber Library is adequate and is in compliance with the rules and regulations contained within traditional Accreditation Standards. Go to www.webstarcyberlibrary.com to view the library.

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

B. Financial Aid

This institution does not provide State or Federal financial aid.

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

C. Placement Services

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

D. Student Housing

California College of Early Childhood Education does not operate dormitories or other housing facilities. This institution has so responsibility to find or assist a student in finding housing.

E. Academic Advising

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

DESCRIPTION OF FACILITIES AND MATERIALS USED FOR INSTRUCTION

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

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

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

Library

The college has a small library of multiple copies for the required reading for the course of study. Students at this level of learning are not do independent research.

Instructional Videos

The college had many instructional videos; they are stored in the assistant directors off and also online in the virtual portal for distance learners.

Lectures

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

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

ENGLISH AS A SECOND LANGUAGE

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

APPROVAL STATEMENT

California College of Early Childhood Education has an approval to operate, from the Bureau for Private Post Secondary Education. Approval to operate means compliance with state standards as set forth in California Private Post Secondary Education Act of 2009.

NOTICE OF CANCELLATION

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

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

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

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

GOVERNANCE

California College of Early Childhood Education is a sole proprietorship.

FINANCIAL STABILITY

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