2023 CATALOG

1/1/23 - 12/31/23

THEORIA
TECHNICAL COLLEGE

5857 Owens Avenue, Suite 300, Carlsbad, CA 92008 | Theoriatechnical.com | 760-487-8436

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THEORIA TECHNICAL COLLEGE

Theoria Technical College is a private postsecondary institution organized under the laws of the state of California. Theoria Technical College is an approved institution by the Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 California Code of Regulations.

Our Programs

Theoria Technical College offers an early childhood program that keeps up with the requirements of the industry. Our quality program enables students to earn the educational requirements they need to advance their careers in the shortest timeframe possible.

Our Goal

Although the specific goals of every student are different, your decision to further your education will be the defining moment for you as you begin your professional career.

Welcome

In the field of early care and education, quality early educators who have a passion for children and a solid foundation in the practices and theories of early childhood development are critical to the overall development of our students and vital to the ECE communities increased need for quality educators and advancement. To this end we work diligently to bridge the gap between the typical academic classroom experience and

the day-to-day demands of early childhood classrooms and programs by:

- Preparing courses of study where the learning is reflective of what is expected in the early childhood development classroom. The method of learning is through lessons which have been prepared by the faculty with consultation from the child development community and professionals.
- Providing courses that are taught by professionals who not only have excelled academically in the field of early childhood education, but also have hands-on experience working in the field of early child development.
- Recruiting for our faculty, practicing business professionals who, thanks to their solid educational credentials and strong desire to teach, provide a unique education that is immediately useful on the job.

Required Statements

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, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, PO Box 980818, West Sacramento, CA 95798-0818. Phone number (916) 431-6959. Toll Free Phone Number: (888) 370-7589. Main Fax Number (916)236-1897. Website www.bppe.ca.gov. Email bppe@dca.ca.gov.

As a prospective student you are encouraged to review this catalog before signing the enrollment agreement. You are also encouraged to review the school performance factsheet which must be provided to you before signing an enrollment agreement.

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 website at www.bppe.ca.gov.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370- 7589, option #5, or by visiting osar.bppe.ca.gov

Note that the phone number and web address provided above may be subject to change. Please subscribe to Bureau updates at bppe.ca.gov to receive notifications of changes.

Approvals and Affiliations

Theoria Technical College is a private institution located in Carlsbad, California. Theoria Technical College is approved to operate by the Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Act of 2009 (as amended) and the Division 7.5 of Title 5 of the California Code of Regulations.

Bankruptcy Status

Theoria Technical College does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding 5 years, or has not had a petition in bankruptcy filed against it within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 USC section 1101 ET seq.) Section code 949098(a)(12)

Catalog of Entry

Students are expected to become thoroughly familiar with the contents of the Theoria Technical College catalog and to comply with the provisions about them. All statements in that publication are

subject to change at any time without prior notice. They are not to be regarded as offers to contract. The catalog outlines the minimum academic regulations, degree, and certificates requirements. Theoria Technical College may adopt additional and more stringent requirements for admission, retention, and certificates that take priority over the catalog's minimum provisions. All policies are reviewed annually. Policy changes become effective in July following the approved change. Students will be notified if there are exceptions to the effective date.

If any program requirements are changed, students already enrolled will be protected from any hardship resulting from such changes. Consequently, the course and the unit hour requirement statement in the catalog at the time of the student start date shall determine that student's graduation requirements. Restarting students however will be required to meet the new program requirements. The catalog in effect at the restart date will become the catalog of entry.

Academic Freedom

It is the policy of the school that teachers and students are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers and students are entitled to freedom in the classroom and discussing their subject, but they should be careful not to introduce into their discussions controversial matter which have no relation to their subject.

College instructors are citizens of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Actions by faculty, staff, students, or visitors which unnecessarily and unreasonably obstruct or interfere with their teaching research, learning functions, or other normal and necessary activities of the college or which create an imminent threat or danger to persons or property, may constitute grounds for suspension, dismissal, or termination, or permanent exclusion from the college.

Affirmative Action Statement

Theoria Technical College is firmly committed to providing an educational program for all eligible applicants without regard to race, creed, color, religion, national origin, sex, age, or medical condition, except for a medical condition that constitutes an occupational limitation.

Our Mission Statement

The mission of Theoria Technical College is to provide quality, convenient, and progressive early childhood education programs that are vital to the success and career development of our students.

Theoria offers a learning environment focused on job-oriented training that develops practical and ethical skills to be highly effective and impactful early educators for young children. We provide our students with a safe and innovative learning environment which opens doors to pursue basic skills, careers, and general education pathways. Our programs lead to associate degrees and certificates that meet workforce development needs in diverse communities.

Our commitment to higher learning and achievement empowers our students to be a

reflection of fulfillment that can change the lives of our community as a whole.

Our Philosophy

The field of early childhood education has a growing and very rewarding future. Demand for the highest quality childcare and educational opportunities for all children has been continuing and progressively growing over the past decade. This demand has contributed to an increasing number of early childhood programs and an increasing need for highly qualified teachers and program administrators. Thus, early childhood education provides outstanding career opportunities for both men and women choosing an occupation in this field.

Theoria Technical College is committed to the needs and career success of its students by carrying out the following:

- Providing students, the opportunity to achieve their optimum potential in today's diverse population.
- Using a comprehensive job-oriented curriculum to meet industry standards and employer requirements through on-site or online education in a live interactive learning environment.
- Providing competency-based focused training methods, mentoring support, and flexible scheduling which will result in employment readiness in the shortest possible time.
- Selecting highly qualified instructors with professional experience and commitment to continuing education and industry involvement.
- Providing students with opportunities in vital support services to fulfill their academic and career goals, enrich the quality of their lives, and develop the competency's needed to succeed in today's job market and to advance in their chosen career path.
- **Our goal is to produce highly skilled employable graduates who receive a learning experience that prepared them for work in the field of early childhood education.**

Approved Programs

Early Childhood Education	**Credits**	**Clock Hours**	**Weeks**
Associates Degree Program in Early Childhood Education			
ECE-CDA-100 Child Growth and Development	3	90	3
ECE-CDA-200 Child, Family, and Community	3	90	3
ECE-CDA-300 Curriculum Theories, Methods, and Materials	3	90	3
ECE-CDA-310 S.T.E.M. for Preschool (Science, Technology, Engineering, and Math)	3	90	3
ECE-CDA-400 Infant/Toddler Development and Care	3	90	3
ECE-CDA-500 Early Childhood Program Administration and Management	3	90	3
ECE-CDA-510 Adult Supervision and Leadership	3	90	3
ECE-CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First-Aid and CPR	3	90	3

Russe

Hours and holiday schedules

Theoria Technical College offers open enrollment students may enroll at any time.

Mailing/Physical Address

5857 Owens Ave Ste 300
Carlsbad CA 92008

Phone number

760-487-8436

Fax

800-608-5994

Website

www.theoriatechnical.com

Hours of operation

Office hours Monday through Friday 9AM to 3PM
Tuesdays and Thursday by appointment only

Online and Phone Hours

9AM to 3PM Monday through Friday except on all mentioned Holidays

Library Hours

Monday through Friday 9AM to 3PM and Tuesdays and Thursdays by appointment only.

Academic Year

Academic Year starts on January 1st and ends on December 31st

Holiday Schedule

New Year's Day is January 1st

Martin Luther King Day January 16th

President’s Day February 20th

Easter Sunday April 9th

Mother’s Day May 14th

Memorial Day May 29th

Juneteenth/Father’s Day June 19th

Independence Day July 4th

Labor Day September 4th

Indigenous Peoples Day October 9th

Veteran's Day November 11th

Thanksgiving Week November 23rdth - 27th

Winter Break December 18th - January 1st

In-service Weekends and Days

No class and the school is closed

December 31st-January 2nd

January 14th-15th

February 18th-19th

March 19th-20th

April 8th-9th

May 13th-14th

May 27th-28th

June 17th-18th

July 1nd-2nd

July 29th-30th

August 26th-27th

September 2nd-3rd

October 7th-8th

October 28th-29th

November 11th-12th

November 23rd -27th

December 16th-17th

December 18th-January 1st

General Information

Facilities

Theoria Technical College is located at 5857 Owens Avenue, Suite 300 in Carlsbad, California. The campus has a large classroom appropriately furnished with instructional furniture, including a Smart Board, for the type of work performed. The facilities are readily accessible for disabled students, are conveniently located near good public transportation, and have easy freeway access.

Each workspace available for students includes a desk, chair, access to a laptop or desktop computer, printing services (for an additional charge), and free WiFi. General office supplies are available. There is a men's restroom and women's restroom, and a shower is included in both. A cafeteria area, where food can be heated up and consumed or stored in a refrigerator, is available to all students. Access to the game room or gym is available if requested.

Location of Instruction

5857 Owens Avenue, Suite 300
Carlsbad, Ca 92008

and

online in our VLE (Virtual Learning Environment)

Transportation

Students have access to public transportation if needed. Public transportation is available with stops located close to the campus. It may also be possible for students to arrange for transportation by another student if their schedules are compatible.

Language of Instruction

All instruction is conducted in English. The policy of Theoria Technical College is that students must be proficient in English to enroll. Students from an English-speaking country with a high school diploma or equivalent will be deemed to have enough English skills to enroll in Theoria Technical College's educational programs.

English as a Second Language (ESL) Instruction

Theoria Technical College does not offer ESL instruction. Student must be able to read, write, speak, understand, and communicate in English. Any question regarding the language proficiency of the student may require the student to take the TOEFL iBT® examination. The minimum scores required are Reading 15, Writing 17, Listening 15, & Speaking 18 prior to signing the Enrollment Agreement.

Licensure

A career in early childhood education in the state of California does not require a license. Therefore, this program does not lead towards a license and graduates will be unable to sit for licensure.

Handicapped Facilities

We are located in a modern building and are fully equipped to meet the ADA requirements, including handicap-accessible restrooms. The building and the parking structure have been designed for handicapped access.

Housing

The college does not maintain housing for students. However, some accommodations are available in the community; the school can assist students in locating suitable housing off campus. Hotels are within blocks of the school campus and tend to rent daily (i.e. $120-One Queen Bed/night, $350-One Suite/night). For a list of available hotels, students should contact the school's administration office.

Parking

Off-street parking is provided at the school site.

Recruitment, Advertising, Promotional Practices Policy

The responsibility to admit students rests solely with the College President and Student Services/Admissions staff. Recruitment and Admissions Advisors of students are never delegated to an outside party. All applications need to be approved and signed by the College President.

Prohibited Activities

"An institution shall not do any of the following:

- Use, or allow the use of, any reproduction or facsimile of the Great Seal of the State of California on a diploma.
- Promise or guarantee employment, or otherwise overstate the availability of jobs upon graduation.
- Advertise concerning job availability, degree of skill, or length of time required to learn a trade or skill unless the information is accurate and not misleading.
- Advertise, or indicate in promotional material, without including the fact that the educational programs are delivered by means of distance education if the educational programs are so delivered.
- Advertise, or indicate in promotional material, that the institution is accredited, unless the institution has been accredited by an accrediting agency.
- Solicit students for enrollment by causing an advertisement to be published in "help wanted" columns in a magazine, newspaper, or publication, or use "blind" advertising that fails to identify the institution.
- Offer to compensate a student to act as an agent of the institution with regard to the solicitation, referral, or recruitment of any person for enrollment in the institution, except that an institution may award a token gift to a student for referring an individual, provided that the gift is not in the form of money, no more than one gift is provided annually to a student, and the gift's cost is not more than one hundred dollars ($100).
- Pay any consideration to a person to induce that person to sign an Enrollment Agreement for an educational program.
- Use a name in any manner improperly implying any of the following:
  - The institution is affiliated with any governmental agency, public or private corporation, agency, or association it is not in fact thus affiliated.
  - The institution is a public institution
  - The institution grants degrees, if the institution does not grant degrees.

- In any manner make an untrue or misleading change in, or untrue or misleading statement related to, a test score, grade or record of grades, attendance record, record indicating student completion, placement, employment, salaries, or financial information, including any of the following:
  - A financial report filed with the bureau.
  - Information or records relating to the student's eligibility for student financial aid at the institution.
  - Any other record or document required by this chapter or by the bureau.
- Willfully falsify, destroy, or conceal any document of record while that document of record is required to be maintained by this chapter.
- Use the terms "approval," "approved," "approval to operate," or "approved to operate" without stating clearly and conspicuously that approval to operate means compliance with state standards as set forth in this chapter. If the bureau has granted an institution approval to operate, the institution may indicate that the institution is "licensed" or "licensed to operate," but may not state or imply either of the following:
  - The institution or its educational programs are endorsed or recommended by the state or by the bureau.
  - The approval to operate indicates that the institution exceeds minimum state standards as set forth in this chapter.
- Direct any individual to perform an act that violates this chapter, to refrain from reporting unlawful conduct to the bureau or another government agency, or to engage in any unfair act to persuade a student not to complain to the bureau or another government agency.
- Compensate an employee involved in recruitment, enrollment, admissions, student attendance, or sales of educational materials to students on the basis of a commission, commission draw, bonus, quota, or other similar method related to the recruitment, enrollment, admissions, student attendance, or sales of educational materials to students, except as provided in paragraph (1) or (2):
  - The educational program is scheduled to be completed in 90 days or less, the institution shall pay compensation related to a particular student only if that student completes the educational program.
  - For institutions participating in the federal student financial aid programs, this subdivision shall not prevent the payment of compensation to those involved in recruitment, admissions, or the award of financial aid if those payments are in conformity with federal regulations governing an institution's participation in the federal student financial aid programs.
- Require a prospective student to provide personal contact information in order to obtain, from the institution's Internet Website, educational program information that is required to be contained in the school catalog or any information required pursuant to the consumer information requirements of Title IV of the federal Higher Education Act of 1965, and any amendments thereto."

Annual Reports

Theoria Technical College annually reports to the Bureau for Private Postsecondary Education as part of the annual report and shall publish in our School Performance Fact Sheet all the following:

- The job placement rate, calculated by dividing the number of graduates employed in the field by the number of graduates available for employment for each program that is either: designed, or advertised, to lead to a particular career, or advertised or promoted with any claim regarding job placement.

The license examination passage rates for the immediately preceding two years for programs leading to employment for which passage of a state licensing examination is required, calculated by dividing the number of graduates who pass the examination by the number of graduates who take the licensing examination the first time that the examination is available after completion of the educational program. The institution shall use state agency licensing data to calculate license examination passage rates. If those data are unavailable, the institution shall calculate the license examination passage rate in a manner consistent with regulations adopted by the bureau.

- Salary and wage information, consisting of the total number of graduates employed in the field and the annual wages or salaries of those graduates stated in increments of five thousand dollars ($5,000).

Emergency Phone Numbers

In case of emergency, please call 911 for ambulance, fire, or police.

Campus Security

The college is administered in accordance with the Act. The physical facilities go through periodic inspections as required by the State of California and the city and county agencies that are responsible to the users of the building.

- Students are provided with safety instructions.
- A fire department visits on a regular basis
- CAL/OSHA requirements are followed.
- Fire escape routes are posted
- Earthquake procedures are routinely reviewed with staff and the students.

Health, safety, earthquakes, and security are handled by the operation department or designee.

Security Policy

Should you witness a crime or emergency, please do the following:

- Immediately notify your instructor or student services representative and report the incident.
- In case of emergency, call 911 or the local police station.

The school has adopted and implemented section 668.48 of Public Law 101-542, “The Student Right-to-Know and Campus Security Act” effective September 1, 1992.

School Safety

The following policy will fully be implemented to ensure possible that students, faculty, and staff are helped if they become victims of criminal actions or other emergencies occurring on campus. Everyone will receive immediate treatment off-campus and be provided with information regarding resource facilities for follow-up treatment and legal action.

Criminal offenses are defined as an unlawful attempt or threat to do physical injury to another or to do damage to another's personal property. These offenses include, but are not limited to, murder, aggravated assault, rape, burglary, robbery, and motor vehicle theft.

The following procedure will be followed to ensure campus security:

- Staff will be trained to be aware of any unusual occurrences/behaviors on or around the campus grounds. Also, they will be trained in notifying proper authorities.
- Instructors who are in the classroom will always monitor all classrooms.
- The Student Services or designee secures the building each evening and ensures that all students, faculty, and staff have properly exited out of the building.

Campus training/awareness is provided to each new student and to newly hired employees, and faculty during their orientation session. During this orientation session, the following information regarding crime prevention is provided and discussed:

- Each student, employee, and faculty of the school is responsible for his or her personal belongings.
- An infraction of the regulation relating to Public Law 101-542 must be reported to the proper school personnel immediately.
- All students, faculty, employees of Theoria Technical College are responsible for conducting themselves as professionals at all times while on campus and/or while attending school functions.
- Students are provided with school rules and regulations during orientation; employees receive an employee handbook.
- Any student or employee who is found in possession of, using, or selling alcoholic beverages and/or illegal drugs on campus will be suspended or terminated from school.
- During orientation, all students and employees are provided with information regarding the 'Drug Free' status of this school's campus.

The following steps will be taken in the event of a criminal action or other emergency:

- The Student Services or designee is the first person to be notified in case of criminal action or other types of emergencies occurring on campus. The second contact person would be the designated department manager.
- The school will immediately notify the proper law authorities. A written statement from the victim will be obtained.
- Medical and follow-up treatment services will be made available to the victim if required.
- The management of the school will be in contact with the victim regarding the status of medical treatment and law enforcement and necessary action taken regarding disciplinary proceedings and results of disciplinary action or appeal.
- Confidentiality is guaranteed.

Catalog Disclaimer

This catalog is not intended to be, and should not be construed as, a contract between Theoria Technical College and its students, either individually or collectively. This catalog is updated annually. Any changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation and are implemented before the issuance of the annually updated catalog; those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

All information contained herein reflects as accurately as possible current curricula, policies, tuition, fees, and requirements for admission to, participation in, and graduation from the programs of Theoria Technical College as of the date of printing.

Theoria Technical College reserves the right, without notice, to modify fees, curricula, policies, and requirements for admission to, participation in, and graduation from the programs of Theoria Technical College, consistent with good educational practice and the requirements of the profession. Students will be officially informed of any changes that may affect them by the Administration.

Detailed information regarding the specific regulations which govern the educational and extracurricular programs at Theoria Technical College, and the procedures by which they are enforced, are published in the standard operating procedures manual.

In keeping with the school philosophy of an immediate response to the needs of students and schools, the school reserves the right to make modifications in the program content, the structure of the curriculum, and schedules without additional charges to the student and within regulatory guidelines. Information contained in the addendum of this catalog becomes an official part of the catalog and supersedes any contradictory information contained herein. This catalog will be updated at least once a year in accordance with regulatory guidelines.

This publication must be prepared well in advance of the time period it covers. Therefore, changes in some programs may occur. Programs as described are subject to change with reasonable notice.

Some programs that are offered may have to be canceled because of insufficient enrollment, elimination or reduction in programs, or for any other reason considered sufficient by the Theoria Technical College President or designee. Any questions about programs listed in this catalog should be directed to the Student Services Department.

Policies and changes made by the Bureau for Private Postsecondary and Education issued prior to publishing a new catalog will be given to each student and staff member in the form of a memo describing the changes and the effect to the student and/or staff member. For additional information, please call (916) 574-7720.

Admissions

Articulation Agreements

Theoria Technical College has not entered into any articulation or transfer agreements with any other institution.

Admissions Policy and Procedure

1. All applicants are required to complete an Application for Admission and an Enrollment Agreement prior to the start of any program.
2. All applicants must provide a copy of their driver's license, state identification card, work visa, or passport.
3. All applicants are required to provide a copy their college transcript, high school diploma or GED certificate. Applicants without a college transcript, high school diploma or GED certificate may submit a vocational letter from an employer addressing reasons for enrollment.

You must complete all admissions requirements and procedures before being considered for acceptance to the school. After receiving your application file, the College President will formally accept or reject your application. You will be notified by letter, phone, or email within 5 business days after completing the Admissions process.

Ability-to-Benefit Students

Per U.S. Department of Education Title IV requirements, all applicants without a high school diploma, Certificate of Proficiency, or G.E.D. certificate are administered the Wonderlic Basic Skills Test™, a nationally recognized standardized test that measures an applicant's basic educational knowledge.

This test is administered by an independent third-party administrator. Testing is arranged by appointment and is handled as a separate appointment from the initial enrollment interview.

Testing must be completed prior to signing the enrollment agreement. Applicants are notified of their test results via telephone. If the applicant receives a passing score, he/she will be asked to return to the school's administrative office to sign the enrollment agreement. If the student does not receive a passing score, the student may take the test again after 7 days.

Applicants must earn a minimum passing score to be eligible for admission. The minimum passing Wonderlic Basic Skills Test™ composite scores for each program are: 200 verbal and 210 math.

International Students

Theoria Technical College accepts international students, but does not provide visa services or vouch for student status or associated charges.

Transfer Policy

Transfer of Credit / Previous Education Evaluation

Transfer of credit from other institutions is encouraged and available in all programs. Applicants may request an informal transfer of credit evaluation prior to admission. Official notification of credits that have been accepted for transfer to a program normally occurs at the time an offer of admission is made or during the student's first module of enrollment.

Evaluation of credits for transfer to a program will require the following documentation: a copy of the transcript that reflects the course being evaluated and a copy of the university/college/vocational catalog course description. Please be advised that evaluation of credits for transfer from non-U.S. institutions will normally require transcripts evaluated and certified by a National Association of Credential Evaluation Services (NACES) member agency. Transfer of credit documentation, when requested, should be submitted to the Academics Department.

At the time of admission to Theoria Technical College's Early Childhood Education Associates Degree program, Theoria will evaluate requests for transfer credit by admitted students based on previous coursework completed at other regionally accredited institutions. Previous course work must be evaluated for transfer credit by the program's Academics Department as equivalent to a course in the Early Childhood Education program's curriculum and must have been completed within the past five years. Generally, students are required to complete course work and requirements as described in program materials.

Minimum Requirements for the Evaluation of Credit

Credits evaluated transfer from other educational institutions must have been:

- Earned and recorded on an official transcript at a school that was accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation.
- Earned within 5 years prior to or after matriculation.
- Earned in courses posting a "C" (2.0 on a 4.0 scale) or higher.
- Earned in a course where the content is equivalent to the corresponding Theoria Technical College course or where the content is considered to enhance the student's education.
- Approved prior to registering for the course.

The school also considers credits for transfer from educational accomplishments attained in extra-institutional settings that are recognized by the American Council on Education's (ACE) Center for Adult Learning and Educational Credentials.

Maximum Number of Credits Permitted for Transfer

The maximum number of credits accepted for transfer to a Theoria Technical College is 24 units of the required number of credits to complete the program of study.

Reconsideration of a Transfer of Credit Evaluation

Applicants may request a review of a transfer of credit evaluation by submitting a written request to the Student Services Department within 30 days of receiving an evaluation. Recognizing that transfer of credit evaluations is based on several important factors, written requests for their review should explain, in detail, the issues or circumstances that led the student to believe the evaluation was flawed or that an error was made during the evaluation process. The outcome of this review is final.

Transferability of Credits and Credentials Earned

The transferability of credits you earn at Theoria Technical College is at the discretion of an institution to which you may seek to transfer. Acceptance of the diploma and or certificate you earn in the Early Childhood Education program is also at the discretion of the institution to which you may seek to transfer.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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 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 may seek to transfer after attending Theoria Technical College to determine if your credits will transfer.

Student Services

Theoria Technical College is committed to success of all students. The student services department has been established to support the student in successfully graduating the educational program. The student services department can be reached by phone at (760) 487-8436, by email at studentservices@theoriatechnical.com and in-person at 5857 Owens Avenue, Suite 300, Carlsbad, Ca 92008.

If students need to contact someone in the student services department after hours, please leave a message at (760) 487-8436 or email the general mailbox at info@theoriatechnical.com

Non-Discrimination Policy

As a learning institution, Theoria Technical College must continuously address issues of diversity and multiculturalism. Every member of Theoria Technical College community is expected to engage in action that leads towards the development of a more inclusive community. Proactive efforts towards increasing diversity and the elimination of discrimination are highly encouraged at Theoria Technical College.

In accordance with Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, the Vietnam Veterans Readjustment Assistance Act of 1974, and all other applicable civil rights and nondiscrimination statutes, Theoria Technical College prohibits discrimination based on race, color, religion, sex, national origin, age, ancestry, disability, and veteran's status.

Equal Opportunity Policy

Theoria Technical College is proud of its goal to help all individuals realize their potential. To this end, Theoria Technical College is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits and conditions of employment, educational programs, and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, or parental status. Theoria Technical College leaders and supervisory personnel shall recruit, hire, train and promote persons in all job titles utilizing only valid requirements related to the position functions. A school community that provides equal opportunity in hiring and all conditions of employment will make significant strides towards the elimination of discrimination. Thus, Theoria Technical College applauds every effort to create a positive working and learning environments for all individuals. For more information regarding non-discrimination or to resolve complaints, contact the school's President.

Student Conduct

Students are expected dress and act properly while attending classes. At the discretion of the school administration, a student may be dismissed from school for a serious incident, repeated incidents of an intoxicated or drugged state of behavior, possession of drugs or alcohol upon school premises, possession of weapons, disrespectful behavior to other students, an administrator, or faculty members, or any other stated or determined infractions of conduct.

Students shall always, when on the school premises, conduct themselves in an orderly and considerate manner, and shall appear for classes in a sober and receptive condition.

Violations of the school's conduct policy include, but are not limited to, the following:

- Destroying or damaging school property.
- Use any illegal drugs or alcohol while on school property or attending school while under the influence of illegal drugs or alcohol.
- Cheating on a school examination.
- Engaging in any unlawful action.
- Breaching privacy or modesty
- Sexual overtures, explicit or implied
- Exhibiting violence, insubordination, or inappropriate language toward any school staff or another student.

Drug Free School Policy

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226 require that, as a condition of receiving funds or any form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. All students and employees of the school are required to comply with the requirements of the School's Drug and Alcohol Abuse policy. Any violation of this policy will result in the violator's expulsion from school. Law enforcement officials will be called for possible prosecution by appropriate federal, state, or local law enforcement agencies.

Drug and Alcohol Abuse Policy

Theoria Technical College recognizes that individuals sometimes use substances such as alcohol and drugs to an extent that impairs their abilities. This policy is implemented because Theoria Technical College believes that any students' impairment due to the use of substances is likely to place that student, other students, clients, employees, and other personnel at risk.

Our policy on substance abuse remains consistent whether alcohol, marijuana, illegal prescription, and/or controlled substances are at issue. For the purposes of this policy, "substance" refers to any of the above. "Impairment" or "being impaired" refers to a state in which normal physical or mental faculties in use at school have been detrimentally affected by a substance. A "substance abuser" is anyone who uses drugs for non-medical purposes. Such uses detrimentally affect academic performance and interfere with normal social adjustment at school.

Any student attending school while impaired or who becomes impaired while at school will be found in violation of school policy and will be subject to severe disciplinary action. Such action can include suspension, dismissal, or any other penalty appropriate to the circumstances. Likewise, the use, possession, transfer, or sale of any substance on school premises or in any Theoria Technical College parking space is prohibited and subject to severe disciplinary action. Students using prescription drugs have a duty to report this to their instructors and school officials in case an adverse reaction to the medication occurs while at school and in case the student is falsely accused of using an illegal substance. When a student is involved in the use, possession, transfer, or sale of a substance in violation of this policy, Theoria Technical College may notify the appropriate authorities. Such notice will be given only after the incident is investigated and reviewed by the President of Theoria Technical College.

Substance abuse is both a school and a medical problem. Theoria Technical College is aware that substance abuse is a complex public health issue that has both physical and emotional

consequences for students, their families, and other social relationships. Any psychological or physical problem affecting students' academic performance is a concern of Theoria Technical College.

Any instructor suspecting a substance abuse case should discuss the matter with the President of the college immediately. Because each case is different, the handling and referral of the case must be coordinated between the instructor and President of the college. Theoria Technical College maintains a referral service for students with substance problems. Voluntary, successful participation in a recovery or rehabilitation program may be a mitigating factor in disciplinary action depending on the particulars of each case. While Theoria Technical College does not require students to get help, he or she may ask the school for it. Students who enter a rehabilitation program due to performance or behavior problems resulting from.

Theoria Technical College is concerned with its students' privacy, especially when matters of a medical or personal nature are concerned. If such information is not required for police or security purposes, Theoria Technical College shall maintain student information in confidence, but subject to release to authorized school personnel on a "need to know" basis. An exception to this rule exists when the student signs a release for the transfer of such information to designated persons or agencies.

Referral to Community Resources

Theoria Technical College does not provide classes to assist students in the life and general education skills some students may require. The absence of these skills may provide barriers to successful participation in learning activities. In these cases, students are referred to community resources based on their needs. If a student feels that he/she or someone the student knows has an alcohol or other substance abuse problem or if the student just wants to learn more about these diseases, there are local centers and agencies who can provide students with the help, information, and support that student need. Some of the local rehabilitation and treatment centers are listed here.

Rehabilitation and Treatment Centers

Allison Addiction Counsel	760-913-7283
By the Sea Recovery	760-216-2207

Instructor Assistance

Instructors are available during instruction periods and during their assigned office hours. Please review your class syllabus to be informed of your instructor's office/virtual office hours.

Administrative and organizational staff are available during institutional operating hours. All are educated or experienced in the course offerings and in general instructional and learning processes to be able to provide tutoring, learning assistance, and academic advising. Staff is trained to provide academic advising for the purposes of program success and occupational career progress. Instructors are expected to devote enough time to instructional and learning preparation activities. Students are encouraged to request assistance they feel is necessary to facilitate the program's success and their occupational development.

Tutoring

Theoria Technical College offers tutorial assistance to students based on Instructor's office hours. This tutoring generally falls into three categories:

1. Students who need assistance to maintain satisfactory academic progress.
2. Students who need assistance with an element in the training program.

3. Students who desire to obtain training, which exceeds the training curriculum to prepare for higher-level goal.

Student Advising

Student advising is an integral part of the teaching process and the delivery of supportive services provided to students. Instructors, the student services department, and the administration are available to give advice and, if possible, assist students in overcoming any difficulties they may encounter in the school. Students are encouraged to take advantage of this service whenever difficulties arise.

Theoria Technical College does not provide individual counseling. The institution does provide academic advising. In those cases where students may require services not provided by the institution, the student will be referred to local services in their area.

Advising versus Counseling

Advisers specialize in matters pertaining to your educational program: School policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, and graduation checks. Faculty members perform ongoing advising. Every effort is made to match degree-seeking students with faculty from areas of interest to the individual advisee.

Counselors are professionally trained to address personal issues, resolve academic anxieties; assist students in choosing career fields and majors, and solve other academic difficulties. With students on restricted academic or financial aid status, counselors work to develop individual success plans which address the specific issues inhibiting academic success. Although counselors often advise students, advisers are not counselors. Be sure to make clear what kind of assistance you need when requesting an appointment. If you're not sure, someone will be happy to help you decide.

Advisers:

- Help students pick their classes
- Facilitate educational transactions, e.g., schedules, drop/adds, withdrawals, change of major, waivers, graduation requirements, etc.
- Clarify instructional policies, procedures and requirements.
- Provide general information on special services including academic remediation, admission, placement testing, courses of study, and registration.
- Explain course transfer differences between institutions.
- Interpret placement scores and recommend appropriate classes.

Counselors:

- Provide short-term personal counseling for issues that may interfere with studies.
- Facilitate decision making on educational and career goals.
- Facilitate school adjustment for incoming students (homesickness, time management, depression, anxiety, etc.)
- Facilitate school adjustment for returning adult students (balancing roles of student, parent, spouse, and/or employee).
- Teach coping skills and stress management.
- Provide crisis counseling.
- Interpret career inventories.
- Develop individualized retention interventions.

Student Assistance

Additionally, students can benefit from assistance in the following areas:

1. Preparing resumes.
2. Developing job interview skills.
3. Identifying job position openings.
4. Following-up with schools after interviews.
5. Securing opportunities for advancement once hired.

6. Developing and utilizing a network of professional contact who can aid the job search effort.

Guarantee Disclaimer

The Student Service Department is committed to assisting graduates in finding employment. Theoria Technical College or its Student Services Department cannot, however, guarantee employment to any student, recent graduate, or alumni of this school.

Placement Process

Placement includes two elements: casual placement while the student is attending school and academic and professional career placement after the student graduates. The placement process does not start a month prior to graduation, but with the first contact the student has with the school.

Student request to the Student Services Department for services needed.

The student, when enrolled, have Follow-up Agreement which conveys the student's responsibility after graduation to report any employment they receive on the Verification of Employment Form.

Students will have access to a computer to do internet searches; there will be a "JOBS" board where listings will be posted. Student Services personnel will assist the student with contacts and setting up interviews.

Student Records

Student records are confidential and are kept by the Registrar, who will permanently retain a transcript. As required by section 94900(b) of the Code, the institution will maintain for a period of 5 years the pertinent student records ascribed in Section 71930 from the student's date of completion or withdrawal. No one, except appropriate school faculty and staff, an authorized representative of an accrediting commission or the Bureau for Private Postsecondary Education, or an authorized representative of a sponsoring agency (i.e. WIA, VA), may review any educational records without the approval of the student.

Theoria Technical College has a legal and professional responsibility to create, maintain, and dispose of the educational records of the students of Theoria Technical College properly, while always guarding the integrity and confidentiality of those records. Appropriate procedures shall be developed which conform with applicable laws and regulations and to principles of sound records management.

Definition of Education Records

Education records consist of those files maintained by Student Affairs, Career/Job Placement, Scholarships and Financial Aids, and those files maintained for individual students by the Administration Department.

Student Education Records Procedure:
The Registrar of Theoria Technical College, is charged with the following:

1. The College maintain a file for each student who enrolls in Theoria Technical College, whether the student completes the educational program.
2. The file shall contain all of the following applicable information:
   a. Written records and transcripts of any formal education or training, testing, or experience that is relevant to the

student's qualifications for admission to Theoria Technical College. Theoria Technical College's award of credit or acceptance of transfer credits including the following:

i. Evidence of high school completion or equivalency or other documentation establishing the student's ability to do the work of the program to which the student is enrolling.
ii. Records documenting units of credit earned at other institutions that have been accepted and applied by Theoria Technical College as transfer credits toward the student's completion of an educational program.
iii. Grades or findings from any examination of academic ability or educational achievement used for admission or school placement purposes.
iv. All the documents evidencing a student's prior experiential learning upon which Theoria Technical College, and the faculty base the award of any credit.
v. Record of attendance to include attendance and tardiness for each course taken by the student.
vi. Records of student health records if required for enrollment
vii. Records of student's background check if required for enrollment.

b. Personal information regarding the student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.
c. Copies of all documents signed by the student, including contracts and instruments of indebtedness.
d. Records of the dates of enrollment and, if applicable, withdrawal from Theoria Technical College, leaves of absence, and graduation.
e. A transcript showing all of the following:
    i. The classes and courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.
    ii. The final grades or evaluations given to the student.
    iii. Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit.
    iv. Credit for courses earned at other institutions.
    v. Credit based on any examination of academic ability or educational achievement used for admission or school placement purposes.
    vi. Credits, degrees, certificates, and diplomas awarded the student.
f. Independent study courses, course outlines, or learning contracts signed by the faculty and administrators who approved the course.
g. The dissertations, theses, and other student projects submitted by graduate students.
h. A copy of documents relating to student financial aid that is required to be maintained by law or by a loan guarantee agency.
i. A document showing the total amount of money received from or on behalf of

the student and date or dates on which the money was received.

3. A document specifying the amount of refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent.
4. Copies of any official advisory notices or warnings regarding the student's progress.
5. Complaints received from the student.

Review of Records by Student

At the request of the student, he/she may at any time review his/her academic or financial record with the President or Chief Operations Officer.

The right of students to inspect their individual records is in accordance with the Family Education Rights and Privacy Act of 1974, Public Law 93.380, as amended. Expressly exempted from the right of review and inspection are the financial records of the parents of the students.

Record of Access

The Registrar will maintain an access list which includes the identity of persons other than Theoria Technical College officials who have requested and have been denied or who have had access to student records, the dates of said requests, and the reasons for such access.

Storage of Student Records

It is the policy of Theoria Technical College to provide proper storage and access as prescribed by the Act and the Regulations.

The Registrar of Theoria Technical College is charged with the following:

1. Theoria Technical College will permanently retain a transcript as required by section 94900(b) of the Code, the institution will maintain for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal at Theoria Technical College's primary administrative location in California. Unless Theoria Technical College has applied for, and the Bureau has approved a change of Theoria Technical College's primary administrative location, the primary administrative location shall be deemed to be location identified in Theoria Technical College's most recent filed application for approval to operate.
2. Theoria Technical College shall maintain for a period of not less than five years at its principal place of business in California accurate records that show all of the following:
    a. The names, telephone numbers, and home addresses of each student.
    b. The courses of instruction offered by the institution and the curriculum for each course.
    c. The name, address, and educational qualifications of each member of its faculty.
    d. The information required by §94900, 94900.5, and 94900.7 of the Act.
    e. All the information and records required by this chapter or required by the Bureau. Theoria Technical College will maintain specific records for more than five years.

Theoria Technical College shall maintain for a period of fifty (50) years a transcript as prescribed by accrediting commission standards. Theoria Technical College shall maintain records relating to federal financial aid programs as provided by federal law. A copy of each current record required by the Act or the Regulations shall be maintained. A record that is no longer current may be stored on microfilm, microfiche, computer disk, or any other method of record storage only if all of the following apply:

1. The record may be stored without loss of information or legibility for the period within which the record is required to be maintained by the Act.
2. Theoria Technical College maintains functioning devices that can immediately reproduce exact, legible printed copies of stored records. The devices shall be maintained in reasonably proximity to the stored records at Theoria Technical College's primary administrative location in California.
3. Theoria Technical College always has personnel scheduled to be present during normal business hours who know how to operate the devices and can explain the operation to the devices to any person authorized by the Act to inspect and copy records.

Any person authorized by the Act or the Regulations to inspect and copy records shall be given immediate access to the document reproduction devices for the purpose of inspecting and copying stored records and shall upon request, reimburse Theoria Technical College for the reasonable cost of using Theoria Technical College's equipment and material to make copies at a rate not to exceed twenty-five cents ($0.25) per page.

Theoria Technical College shall maintain a second set of all academic and financial records required by the Act and the Regulations at a different location unless the original records, including records stored pursuant to subdivision D, are maintained in a manner reasonably secure from damage or loss. An acceptable manner of storage under this subsection would include fire resistant cabinets.

All records that Theoria Technical College is required to maintain by the Act and the Regulations shall be made immediately available by Theoria Technical College for inspection and copying during normal business hours by the Bureau and any entity authorized to conduct investigations.

If the college closes, Theoria Technical College and its owners are jointly and severally responsible to arrange at their expense for the storage and safekeeping in California of all records required to be maintained by the Act and the Regulations for as long as those records must be maintained. The repository of the records shall make these records immediately available for inspection and copying, without charge except as allowed under subdivision D, during normal business hours by any entity authorized by law to inspect and copy records.

The college Theoria Technical College may dispose of records after they have passed the time limits imposed by the Act and the Regulations. Before

disposing of any record, the Registrar must check with Title 5, California Code of Regulations, Division 7.5, section 7l930(b) (I) In addition to permanently retaining a transcript as required by section 94900(b) of the Code, the institution shall maintain for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal.

Student records are confidential and are kept by the Registrar Department for five years in accordance with Bureau for Private Postsecondary Education §94900,94900.5, and 94900.7. No one, except appropriate school faculty and staff or an authorized representative or the Accrediting Commission or the Bureau for Private Postsecondary Education, or an authorized representative of a sponsoring agency (i.e. WIA, VA) may review any educational records without the approval of the student. The only exception to this is a parent or legal guardian of a minor student.

Student Privacy Rights

Without the student's written consent and upon authorization of the President or designee, Theoria Technical College may release copies of, or otherwise divulge, material in student education records to the following agencies and individuals who are expressly forbidden from permitting access of said education records to third parties:

- A college with a legitimate educational interest.
- Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials or their respective designees, or the United States Office of Civil Rights, where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law. Except when collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.
- Other state and local officials or authorities to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
- Officials of other public or private schools or school systems, including local, county, or state correctional facilities where educational programs are provided, where the student seeks, intends, or is directed to enroll, subject to the rights of students as provided in Section 76225 of the Education Code.
- Agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of students may be disclosed only as may be necessary for such purposes as to determine the eligibility of the student for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
- Accrediting organizations in order to carry out their accrediting functions.
- Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons, or subject to such regulations as may be issued by the Secretary of Education.
- Those who have obtained subpoena or judicial order. Theoria Technical College will make a reasonable effort to notify the student in advance of Theoria Technical College's compliance with the order.

- Authorized representatives of the Bureau for Private Postsecondary Education, where such information is necessary to audit or evaluate a state supported education program or pursuant to a state law. Except when collection of personally identifiable information is specifically authorized by state law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of state legal requirements.

Waiver of Privacy Right

Students may waive the right to review information about themselves including confidential recommendations associated with:

- Admission to an educational institution
- Applications for employment
- Documents filed and maintained at the student's request at Career Services.
- Faculty evaluation and other education records placed in departmental files when the department serves in a placement or referral capacity.

Conditions for Waiver

A student's waiver of rights applies only if all of the following apply:

- The student can obtain the names of all persons making confidential statements concerning him or her.
- The confidential statements are used solely for the purpose for which they were originally intended.
- The waivers are not required as a condition for admissions, receipt of financial aid, or receipt of any other services or benefits from the school.

Student Change of Status

Each staff member who has student contact is to keep a hard and soft copy of forms on hand. Only student services can initiate an address or contact information change.

Only the student services department can initiate a cancellation/drop. Once student services receive a Cancel/Drop Request the request will be sent to the President of the College for a generation of a student status change.

The student services department can initiate a Leave of Absence. Only the President of the College can approve a Cancel/Drop, Termination, or Leave of Absence.

Student Status forms will go to the Registrar. The Registrar's copy is filed in the student's academic file. A copy of the form will be sent to all departments to ensure all departments are aware of the change and can adjust their records.

School Drop Policy

Students may be dropped by the school from a program for any of the following:

- Unsatisfactory academic performance (below a "C") after given a probationary period.
- Insufficient lesson responses.
- Failure to complete program within the maximum timeframe allowed.
- Medical excuse from physician,
- Failure to adhere to Student Code of Conduct.
- Failure to pay charges when due.
- Breach of the school's enrollment agreement.

Students may be readmitted to their program of study only upon approval of the College President with additional payment.

Interruption of Program

In case of prolonged illness or accident, death in the family, or other extenuating circumstances that make it impractical to complete the program, the school may drop the student.

Discontinuation of Program

"An institution shall be considered in default when an educational program is discontinued or canceled, or the institution closes prior to completion of the educational program. When an institution is in default, student institutional charges may be refunded on a pro rata basis if the bureau determines that the school has made provision for students enrolled at the time of default to complete a comparable educational program at another institution at no additional charge to the students beyond the amount of the total charges in the original enrollment agreement If the institution does not make that provision, a total refund of all institutional charges shall be made to students."

Leave of Absence

Students are entitled to take only one leave of absence during any academic year. The duration of the leave of absence may not exceed sixty days. Requests for leave must be submitted on the "Request for Leave of Absence" form to the Student Service Department and must include an anticipated return date and be signed by the student. Failure to return to school as scheduled without prior written notification to and approval from the College President will result in immediate dismissal. No refund will be issued.

The College President may grant leaves of absence and/or waive interim satisfactory standards for circumstances of poor health, family crisis, or other significant occurrences outside the control of the student. It must be demonstrated by the student that the circumstances had or will have an adverse impact on the student's satisfactory progress in the academic program. No waivers will be provided for graduation requirements. Time for an approved leave of absence will not be included in the calculation of a student's maximum time frame.

Leave of absence (LOA) may be granted under special circumstances. Students may receive one leave of absence during their training.

There are two categories of LOA:

- General LOA for emergency or personal purposes, up to 60 days.
- Medical LOA for medical situations. All medical leave of absence must be documented by a doctor's statement.

Only the College President is authorized to grant a Leave of Absence.

Emergency Telephone Numbers

Each student must provide the school with one or more telephone numbers where a family member may be reached in case of an emergency. Only in the case of an emergency will a student be called out of class to take a telephone call.

Change of Personal Information

Any change of name, address, or telephone number must be reported to the Student Services Department as soon as the change occurs. Emergency information should always be kept current.

Lost or Stolen Property

Theoria Technical College takes every possible effort to ensure that there are no missing personal items, but it is the students' responsibility to keep track of their personal

belongings. Theoria Technical College cannot be held responsible for any lost or stolen student property. All personal items of value should not be brought to school while students attend classes.

Class Cancel/Drop Policy

Students have the right to cancel the Enrollment Agreement that a student signed for a program of instruction including any equipment, such as books, materials, and supplies, or any other goods and services included in the agreement. Theoria Technical College shall refund 100 percent of the amount paid for institutional charges, minus a reasonable deposit or registration fee not to exceed two hundred fifty dollars ($250), if notice of cancellation is made through attendance at the first-class session or the seventh day after enrollment, whichever is later.

Cancellation shall occur when the student gives a written “Notice to Cancel/Drop” a class to the school. Students can do this by mail, hand delivery, or email. The written “Notice to Cancel/Drop”, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

It is the student's responsibility to cancel/drop a course within cancel/drop deadlines. Deadlines for dropping courses are as followed:

- On or before their first class scheduled start date or seven (7) days after without class attendance (Full Tuition Refund).
- On or before their first class scheduled start date or seven (7) days after with class attendance (Partial Tuition Refund).

Process for cancelling/dropping a class:

1. Contact the Student Services Department and request a “Cancel/Drop a Class” Form
2. Complete the “Cancel/Drop a Class” form and submit it to Student Services to request approval of the cancel/drop.
3. Student will hear from Student Services department with the results of the review within seven (7) business days.
4. If the cancel/drop is approved, student will receive an email stating the approval status along with other pertinent information regarding a refund if one is due.
5. If student is denied a cancel/drop and feels the denial was unjust, student must contact the Operations Department at operations@theoriatechnical.com to file a grievance.
6. No matter if student drops before or after deadline the registration fee for each class enrolled is non-refundable. Registration fee for each class is $150 and will not be refunded to the student. There is a $47.50 processing fee for all cancel/drop applications.

If the student has purchased any equipment from the school, including books or other materials, the student shall return them to the school within 30 days following the date of student’s Request to Cancel/Drop a Class. If the student fails to return this equipment in good condition within the 30-day period, the school may deduct its documented cost for the equipment from any refund that may be due to the student. Theoria Technical College has a refund policy for the return of unearned institutional charges if the student cancels an Enrollment Agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.

Withdrawal Policy

Students may withdraw from the program. Withdrawal may be effectuated by the student’s written “Notice to Withdraw” or by the students conduct.

Should a student find it necessary to discontinue their training, they should arrange to meet with

the Dean of Student Affairs to discuss their situation and submit written notification of their request.

If a student withdraws from a class, they will receive a mark of “W” on their transcript.

Termination Policy

Students may be terminated for failure to:

- Meet minimum standards for academic progress.
- Meet the minimum conduct standards of the school
- Fulfill their financial obligations according to their agreement with the school.
- Complete their course within 90 days.

Whether termination of enrollment is voluntary or involuntary, students should realize that they remain obligated to pay tuition and fees due to the school based on the refund policy. Students have the right to appeal dismissal decisions made by the school administration by submitting a written request to the College President describing any mitigating circumstances or conditions which warrant special consideration. If the appeal is accepted, the student may be reinstated according to special terms and conditions stipulated by the College President.

Reinstatement (Restart) Policy

Students are required to complete their class within 90-days from the date of the lecture. Students who do not complete their program with a passing grade by the 90th day of their program, may reinstate if they request for an extension within 14 days after their 90th day. Reinstatement requires the student to pay an additional fee of $75 per class reinstating.

Reinstatement will allow the student an additional 30 days to complete their class with a passing grade. If at 30 days, the student does not complete the class or completes the class with a failing grade; the student must re-enroll and pay the full-tuition and registration fees to be accepted into the program again.

By definition, a reinstatement is:

- Any student who has previously attended this school.
- Any student who has an incomplete class at the school from attendance or academic performance within 14 days.
- Any student who has dropped shall be eligible to reinstate.

All reinstatements must have written permission from the College President. A reinstatement cannot be signed until the following:

- The Dean of Student Affairs has sent a reinstatement email to the student.
- The $75.00 reinstatement fee has been paid to cover the processing of the student's request and continue the use of the online software & IT help desk.
- The College President has approved the reinstatement.

Reinstatements shall receive credit for all hours successfully completed. The maximum number of times a student may reinstate at the school is one. The school understands that unforeseen circumstances can prohibit the student from completing studies but feels that the student should be able to successfully complete the schooling within two attempts. If a student wishes to be exempted from this policy, he or she must submit their request in writing to the College President, detailing the reasons for the exemption. The decision to exempt the student must be approved by the College President.

Family Rights & Privacy Act

The Family Educational Rights and Privacy Act (FERPA) entitles students certain rights with respect to their education records. They are:

1. The right to inspect and review their education records within 45 days of the day the school receives a request for access. Students should submit to the Registrar, Director, or other appropriate school official written requests that identify the record(s) they wish to inspect. The school must permit a student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee.
2. The right to request the amendment of their education records that the student believes are inaccurate or misleading. A student may request that the school amend his or her education records on the student's rights or privacy. The request should be submitted in writing to the school official responsible for the record, clearly identifying the part of the record that should be changed specifying why the record is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent. Conditions which permit disclosure without prior consent are:
    a. Disclosure to school officials with legitimate educational interests. A school official is a person employed by the educational institution in an administrative, supervisory, academic, or support staff position.
    b. Disclosure to a person or company with whom the school has contracted (such as an attorney, auditor or collection agency).
    c. Disclosure in connection with financial aid for which the student has applied or received.
    d. Disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions.
    e. Disclosure to accrediting organizations to carry out their accrediting functions.
    f. Disclosure to comply with a judicial order or lawfully issued subpoena. In such cases, students will be notified when their records have been subpoenaed.
    g. Disclosure in connection with a health or safety emergency.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Theoria

Technical College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Theoria Technical College may disclose in school publications a student's name, program of study, month/day of birth, and awards received as a result of attending Theoria Technical College. Students have the right to refuse Theoria Technical College's public disclosure of this information. Students must notify the Student Services Department in writing annually that he or she does not want any or all this information disclosed.

A student has the right to file a complaint with the U.S. Department of Education if you believe your rights under FERPA have been violated and if efforts to resolve the situation through Theoria Technical College's appeal channels have proven unsatisfactory.

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Students' records are confidential and only such agencies or individuals authorized by law are allowed access without written permission of the student.

School Performance Fact Sheet

Each prospective student will receive a copy of the School Performance Fact Sheet for the program(s) of instruction they are interested in taking. As part of the enrollment process, the student must sign on the Enrollment Agreement that they have received a copy of the School Performance Fact Sheet prior to signing the Enrollment Agreement.

Theoria Technical College annually reports to the Bureau for Private Postsecondary Education as part of the annual report and publishes in our School Performance Fact Sheet the completion rate for each program. The completion rate shall be calculated by dividing the number of graduates by the number of students available for graduation.

Grievance Resolution Procedure

Students are always encouraged to communicate concerns to instructors and the College President for amicable solutions. Please use the following procedure to handle any and all complaints:

1. First express concern in writing to primary instructor for resolution using the Grievance Resolution Form.
2. If the instructor cannot solve the issue, then a written request should be submitted to the Chief of Academics for resolution.
3. If the Chief of Academics cannot solve the student's concern, the student must submit in

writing a letter of complaint to the Chief of Operations and the College President, which includes all pertinent information, communications, and written statements. It is recommended this written complaint be submitted within 48 hours of initial incident.

4. The Chief of Operations will verify that the student has attempted to resolve the incident or complaint. If the student has followed the above three steps, the College President will call a grievance session and invite all concerned parties. Each party involved may be asked to present their version of the incident.
5. All students or instructors involved must be present at the time of the grievance meeting. All parties will be allowed to present evidence or testimony concerning the incident. The College President will then issue a statement to all parties within 48 hours of the grievance meeting's conclusion. If the decision is unacceptable to the student, the student must, within 48 hours, send written copies of all documents and a cover letter to the College President and Board of Directors explaining why they believe the decision is unacceptable. All complaints will then be resolved within thirty days from the receipt of the initial incident report date.
6. The school has the right to suspend the student until the problem is resolved if the student does not follow the proper grievance procedures.

Unresolved complaints may be directed to:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Phone: (916) 574-7720
Website: www.bppe.ca.gov
Email: bppe@dca.ca.gov

Job Placement Assistance

The Student Services Department is responsible for maintaining all job referral activities and for locating jobs within the local business community. The school will attempt to set up interviews for as many graduates as possible with local businesses and industries. It is the Operations Department job to develop and maintain a job network in the area, assist in job search and placement, provide readiness discussions and training in accordance with school policies and contract requirements, search for and develop employment opportunities through personal and media contact with schools, and seek out and develop potential business/industry training contracts that could be serviced by the school.

Student Rights

While matriculated as a student at the Theoria Technical College, students shall have the following rights:

- Theoria Technical College shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice.
- Theoria Technical College shall refund 100 percent of the amount paid for institutional charges, minus a reasonable deposit or application fee not to exceed two hundred fifty dollars ($250), if notice of cancellation is

made through attendance at the first-class session, or the seventh-class day after enrollment, whichever is later.

- The bureau may adopt by regulation a different method of calculation for instruction delivered by other means, including, but not necessarily limited to, distance education.
- Theoria Technical College shall have a refund policy for the return of unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.
- Theoria Technical College shall pay or credit refunds within 45 days of a student's cancellation or withdrawal; See Refund Policy.
- If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at the address and telephone number printed below for information.
- To receive quality instruction provided by the faculty, meeting the educational and experiential requirements mandated by the state regulatory agency.
- To obtain factual information concerning the school's educational programs.
- To receive a fair and impartial hearing in accordance with the established grievance resolution procedure, if the disciplinary action taken against a student is not satisfactory to the student; See Grievance Resolution Policy.
- To examine the student's educational records during the normal business hours and if errors are detected, request correction thereof.

If you have any complaints, questions, or problems that you cannot work out with the school, write, or call the:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, Ca 95798-0818
Phone: (916) 574-7720

Website: www.bppe.ca.gov

Academics

The academic progress policy is as follows:

Maximum Time Frame

Students must complete their course within 90 days of their first lecture date for all certificate programs and all other education course as described.

Grading System

The school maintains an academic transcript for each student. Grades are issued upon the completion of each course. The grading system is as stated in the syllabus of each course or program

Grading Policy

Grade reports are mailed after completion of each class. Students may access their grades online by logging into their Student Portal. Students also have an option of requesting their own Theoria Technical College electronic unofficial transcripts by emailing the Academics Department. To request official transcripts students may do so on the Theoria Technical College Website. Course grades are available online within 10 business days after each date of coursework submission (excluding holiday periods).

Student performance is indicated by one of the five grades. Grades, which carry a point value, and which are used in determining the grade point average (GPA) are as follows:

Grading System

Rating	% Score	Letter Grade	Grade Point Average
Excellent	96.66%+	A	4 Point
Good	93.33% - 96.66%	B	3 Point
Average	90% – 93.33%	C	2 Point
Below Average	86.66% - 90%	D	1 Point
Fail	86.65%-	F	0 Point

W	Withdrawal
I	Incomplete
Tr	Transfer Credit
IP	In-Progress

Calculation of Grade-Point Average

The quality of a student's work for one (1) semester is measured by their grade-point average. The student's cumulative GPA indicates the quality of all work a student has completed at the college through one or more semesters.

GPA is determined by:

1. Multiplying the number of grade points equivalent to the letter grade received by the number of semester hours for that course
2. Adding the grade points received in all courses during the semester
3. Dividing the total number of grade points by the total number of semester hours attempted

During graduation evaluation, the same process using all grades received for all degree applicable courses and all grades accepted from other regionally accredited colleges and universities determines the grade-point average for students earning the Associate of Science degree.

Each course has three components to fulfill. Each component is worth 100 points. Each course is worth 300 points. The course grade point scale is as follows:

Course Grade-Point Scale

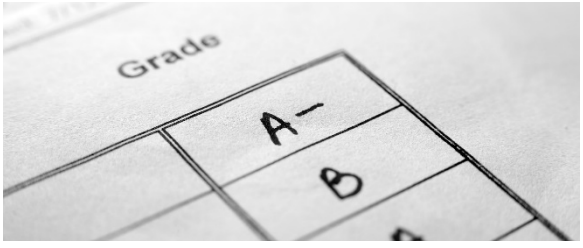
Course Grade	Points Earned
A	290 – 300
B	280 – 289.99
C	270 – 279.99
D	260 – 269.99
F	259.99 and below

Credit Clock Hour Definition

For completion of coursework students are awarded credit units. Credit units are awarded on the following basis:

Theoria Technical College courses measure academic progression in quarter units of credit. One-quarter unit of credit is equivalent to 15 clock hours of classroom instruction, 30 hours of laboratory, or 45 clock hours of practicum.

A clock hour is one class period of approximately 60 minutes in length. 50 minutes of lecture, demonstration, faculty-supervised laboratory, or similar learning activity takes place and 10 minutes are given for a break.



Satisfactory Academic Progress

Satisfactory Academic Progress is defined as meeting acceptable standards as defined by pre-determined objectives of the institution. These objectives are directly correlated to the performance standards set by the institution.

Passing grades are "A", "B", "C", and "D". All grades appear on the official transcripts and are used in calculating the grade point average. Student progress and transcript become part of the student's permanent record and all grades received are posted on the student's academic record.

Transcripts

Students will receive a transcript after the completion of the course.

Grade Appeals

In cases where a student believes that a grade has been assigned incorrectly, it is expected that the student will seek to resolve any concerns informally by speaking directly with the course instructor before beginning a formal appeal process. The formal appeals process should not be undertaken lightly, nor should it be undertaken merely because a student is unhappy with the grade received in a course.

A student who has questions regarding his/her course grade must speak with the instructor within two weeks from the date grades are posted. If, after speaking with the instructor in a good faith effort to resolve a grade dispute, a student still believes that his/her course grade was assigned in a way that is arbitrary, prejudicial, or in error, the student may make a formal grade appeal no later than two weeks after speaking with the instructor.

The student must fill out a Grade Appeal Form and submit it to the Academics Department.

Grade Appeals Process

The academic appeal process is as follows:

1. Challenging the record for purpose of changing any of its contents must be requested in writing, stating fully the reason for the challenge.
2. The Chief of Academics is consultation with the instructor will review all requests, and a determination will be made to either maintain or change the extant record.
3. The student may meet with the Chief of Academics and anyone else he or she may designate to review the conclusions.
4. Should further review be requested by the student, a disinterested party with competence in the program will be asked to review the student's record and findings and make a recommendation to the Chief of Academics for final action.

A student placed on academic probation or deemed as failing to make Satisfactory Academic Progress may review the determination and may appeal the determination through the College President whose judgment in this matter shall be final, conclusive, and binding.

Academic Difficulty

Academic support is available for students. Students must meet with their instructor or a designated academic adviser to discuss the factors interfering with their academic progress, determine an appropriate course selection before registering for the next term or module, and develop an individual plan/contract for academic success.

Attendance Policy

Theoria Technical College programs are based on attendance and active participation; thus, class attendance is required for students. Attendance and punctuality are stressed for all programs. A student consistently coming to class sessions late or failing to attend class sessions on a regular basis will be advised. Excessive absences and/or tardiness may be cause for a failing grade of the course, which students may have to re-enroll and re-pay tuition and registration fees.

Lecture Absences

Students are required to attend all lectures as scheduled. Each class will keep a daily attendance record for each student and the instructor will mark absences and tardies on that attendance record. A minimum of 70% attendance in a program is required for completion. If a student misses more than 70% of the lecture attendance, the student may be advised. If there is no improvement, then the Chief of Academics may place the student on academic probation.

Reporting Responsibilities

Attendance is an important aspect of professionalism. Being present in class is defined as being physically present and mentally alert in the classroom or lab. Sleeping in class is disruptive to other students and unprofessional. A student who is sleeping may be asked to leave class at the discretion of the instructor and will be counted absent. Arriving late or leaving early on a regular basis can result in attendance difficulties. Future schools will be inquiring about attendance patterns while in school.

Any student who is seriously ill, who is hospitalized, or who has surgery (including a C-section) must submit a written doctor's release on the day she/he returns to class. Students need to arrange for reliable childcare and to anticipate childcare needs during class times. It is school policy not to bring children of any age, other family members, or friends into the classroom. In addition, students who anticipate being late or absent must notify the instructor prior to the start of class.

Tardiness

Theoria Technical College encourage students to be “on time” for all lectures.

Outside Preparation

The student is expected to have assignments that require preparation outside of regular class hours. The amount of time required to complete assignments will vary depending on the course and type of work assigned. Students are required to read all study material and complete all assignments given by the instructors.

Turnaround time frame for reviewing work submitted by students is no more than 10 days from the day that the instructor has received the assignment.

Make-up Lectures

Theoria requires a student to make-up a missed lecture day. Make-up lectures can be scheduled based on:

1. Availability
2. Completion within 90 days from the original scheduled lecture date
3. The student paying an additional $75. (This fee is only waived if student notifies the college 72 hours prior to the original lecture date that student needs to reschedule.)

Uncompleted Subjects and Remediation

Students will be given an opportunity, at the discretion of the President of the College and subject to the availability of space, to repeat, remediate, or make up lost work. This work shall be given full standing and credit with respect to the student's Satisfactory Academic Progress.

Final Grade Report

A final grade report (transcript) is to be prepared for each student at the end of each grading period and provided to the student no later than 10 days after the end of the grading period. Entries on the final grade report for each grading period may be handwritten and must contain the following:

- Student's name and I.D. number
- Student’s birth date
- Grading period end date
- Course number and title
- Final grade
- Grade point average for the period

All this information will be on the student’s record.

Library

Theoria maintains a number of reference materials including:

- Books
- Magazines
- Pertinent trade publications
- Audio and visual instructional aides

Reference materials are kept for use on campus, but arrangements can be made with the office for home use.

Library hours are listed in the school catalog.

Academic Integrity

Theoria Technical College is committed to a high standard of academic integrity in the academic community. In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources).

Plagiarism Policy

The College's policy defines plagiarism in this way:

"Plagiarism is a form of academic dishonesty that is considered a serious offense and carries severe penalties ranging from failing an assignment to failing the course. You are guilty of plagiarism any time you attempt to obtain academic credit by presenting someone else's ideas as your own without appropriately documenting the original source."

The policy goes on to explain that sources must be properly documented and that "ideas" are not limited to "words" or "phrases." The realm of ideas may also include examples such as statistics, computer programs, artwork, theories, and photographs among others. The entire policy with its three levels of violations and consequences is included at the end of this document.

Papers submitted must be the work of the student whose name appears on the paper. Submitting another student's work as your own is cheating. If you let another student use your work and designate it as his or her original work, you are also subject to penalty. Don't even consider using another student's work or allowing another student to use your work; the consequences are too high. This same rule applies to using any author's work and submitting it as your own. In either case, it is cheating. In recent years, it has become easy to cheat by using materials placed on the Internet or World Wide Web. College plagiarism policies also apply to cybercheating.

How plagiarism is identified

To establish the occurrence of plagiarism, it is not necessary to prove intent. All students are responsible for knowing or learning what academic honesty is. At Theoria Technical College, plagiarism will be deemed to have occurred when one or more of the following external evidences is present:

1. Assignment ran through plagiarism detection program and shows anything greater than 24% plagiarized.
2. The writing of a student includes word-for-word passages taken without explicit and accurate acknowledgment from a source written by another.
3. The writing of a student closely resembles another source in thought, order, or diction (including synonyms) without explicit and accurate acknowledgment.
4. Two or more papers or assignments submitted contain resemblances in factual or stylistic detail which are decidedly outside normal probabilities of coincidence.
5. A paper or assignment contains terminology or information which the student, on questioning, cannot explain.

6. A paper or assignment contains unusually detailed data for which the student does not produce a verifiable source.

These same principles hold for the inclusion of borrowed diagrams, mathematical statements, tables, and pictures.

Note: In citing any sources, the student implicitly guarantees the accuracy and fullness of acknowledgment. The instructor may therefore properly request the student to bring in those sources so that such guarantees may be confirmed. Such a request, made routinely in many schools, carries no implied criticism. If they are unsure about whether their writing has sufficiently acknowledged outside sources, students should consult with either their course instructor or the Academics Department before submitting final copy.

Plagiarism Sanctions

Any instructor or academic editor who has assembled evidence of plagiarism will first offer the student a chance to provide an alternate explanation of the evidence or to admit fault. If the inference of plagiarism remains, the instructor or academic editor may choose one of these options, listed in order of increased severity according to the extent and evident deliberateness of the deceit. The first two options suppose that the plagiarism is not extensive, or that it would not have given the student substantial academic advantage such as full course credit or high course grade, or that the instructor has clear reasons to believe that the plagiarism can be accounted for by ignorance which though subject to discipline is genuine.

1. Reprimanding the student and requiring a revision of the work to eliminate plagiarism or an additional paper, or assignment.
2. Lowering the grade for the paper or assignment (even as far as 0 points) without opportunity to regain the lost credit.
3. The remaining options would come into play if the plagiarism is extensive; or if it would have given the student substantial academic advantage, or if the student had previously been warned against it.
4. Failure of the student for the entire course.
5. Referral of evidence to the Chief of Academics for appropriate disciplinary action (which may go so far as failure for the course and/or termination from the program).

Distance Education

Theoria Technical College offers distance education in real time via a live-interactive learning environment. This means that students may take our classes from anywhere with an internet connection, but they must log on at a specific time and place (virtual classroom link) to participate in and attend the lecture, which is a requirement for passing the classes here at Theoria Technical.

Academic Advising

Academic advising is a relationship with mutual responsibilities between an advisor and student advisee for timely consultation, sharing of accurate and complete information, careful listening, critical evaluation, and respectful

interchange. Academic advising can be facilitated by a professional staff person or a faculty member.

All students are entitled to a quality advising system to be provided by Theoria Technical College. The following factors are characteristic of a quality advising system:

- Accessibility to students.
- Amount of time spent in advising students.
- Familiarity with the requirements of various school programs.
- Ability to relate successfully to a wide variety of students for the purpose of advising.
- Knowledge of resources available for the meeting of student's needs and the keeping of adequate records.

Contact your instructor or student services representative to make an appointment.

Non-Traditional Credit Policy

This policy is to set forth the criteria for granting non-traditional education credits in recognition of the value of life and work experiences. These non-traditional credits apply to our Early Childhood Education Associate of Science Degree program.

A student may apply for non-traditional education credit based on work or life experience. Students may apply at any time after the student completes the process of admission to Theoria Technical College even if not yet registered in a course or have gaps in enrollment that have occurred. Non-traditional education credits apply only towards our Associate of Science Degree program. Non-traditional education credits do not apply towards any certificate program offered by Theoria Technical College.

Requests for non-traditional credit will be evaluated and awarded in the sole discretion of the Academics department. Non-traditional education credit cannot exceed the credit value of the equivalent course. For example, if a course is worth 3 credits, students will not earn more than 3 credits when being awarded credit for non-traditional credit.

The evaluation for non-traditional credit will typically involve a personal interview, verification of occupational or life experience, and any or all results of occupational competency examinations that might support occupational experience. Applicants must submit all relevant official documents, supportive materials and specific information on the length, content and other pertinent information concerning the work or life experience to the department chair or designee. After approval, applicant must pay a fee of $125 per assessment.

Sources or background for work or life experience meriting consideration may include but are not limited to nor guaranteed to be:

- Military training
- Correspondence courses
- Certificate training
- Apprenticeship instruction/training
- Extension courses
- Work Experience
- National Testing Programs
  - CLEP
  - DSST

A maximum of 12 non-traditional education credits can be applied toward the Associate of Science Degree program.

Non-traditional education credit is not included in a student's cumulative Theoria Technical College GPA. Non-traditional education credit awarded by Theoria Technical College may not be transferrable to another educational institution. It is always the student's responsibility to reach out to any and all educational institutions for verification on their transfer policies.

The non-tradition education credit application form can be picked up at the Student Services Office and can also be downloaded online.

Students applying for non-traditional educational credit will first contact the Student Services Department at StudentServices@theoriatechnical.com or via phone at: (951) 816-9268. The Student Services Advisor will review the appropriate documents and if these are approved will sign the form. The $125.00 non-refundable fee must be paid to the Student Services Office.

Once the form is signed, return it to the Academics office.

The awarded non-traditional educational credits will become a permanent record on the student's transcript at Theoria Technical College.

Students will receive a copy of the approved form once the non-traditional education credits have been recorded on their transcripts.

Tuition and Fees

Registration, Tuition, and Other Fees

Each program offered by Theoria Technical College has a schedule of fees and charges. You will find the detailed list of charges in the Schedule of Fees section of the program descriptions below in this catalog. Theoria Technical College charges a $125.00 non-refundable registration fee to all who enroll at the school. Tuition payment is due at the time of enrollment. If payment is not received, students will not be enrolled or allowed to participate in class.

Schedule of Fees

Program Courses	Tuition	Registration Fee	STRF Fee	Total
ECE-CDA-100 Child Growth and Development	$200	$125	$2.50	$325
ECE-CDA-200 Child, Family, and Community	$200	$125	$2.50	$325
ECE-CDA-300 Curriculum Theories, Methods, and Materials	$200	$125	$2.50	$325
ECE-CDA-310 S.T.E.M. for Preschool	$200	$125	$2.50	$325
ECE-CDA-400 Infant/Toddler Development and Care	$200	$125	$2.50	$325
ECE-CDA-500 Early Childhood Program Administration and Management	$200	$125	$2.50	$325
ECE-CDA-510 Adult Supervision and Leadership	$200	$125	$2.50	$325
ECE-CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR	$200	$125	$2.50	$325
Associate of Science Degree in Early Childhood Education				$4,980

Elective 2-day lecture courses	Tuition	Registration Fee	STRF Fee	Total
ECE-110 Cognitive Development	$200	$125	$2.50	$325
ECE-120 Effective Strategies for Challenging Behavior	$200	$125	$2.50	$325
ECE-210 Early Childhood Special Education	$200	$125	$2.50	$325
ECE-320 Creating Environments for Learning	$200	$125	$2.50	$325
ECE-330 Movement and Music	$200	$125	$2.50	$325
ECE-410 S.T.E.A.M. for Infant and Toddlers	$200	$125	$2.50	$325
ECE-610 Promoting Wellness in Early Childhood	$200	$125	$2.50	$325
General Education – 5-week online courses				
ANTH-101 Introduction to Anthropology	$970	$125	$2.50	$1,095
COMM-101 Workplace Communication	$970	$125	$2.50	$1,095
COMM-112 Inter-Cultural Communication	$970	$125	$2.50	$1,095
ENG-101 English Composition	$970	$125	$2.50	$1,095
ENG-102 English Composition (Adv)	$970	$125	$2.50	$1,095
HIS-101 U.S. History 1600-1877	$970	$125	$2.50	$1,095
HIS 102 U.S. History 1877-Present	$970	$125	$2.50	$1,095
HLTH-101 Introduction to Health	$970	$125	$2.50	$1,095
MTH-101 Developmental Math and Algebra	$970	$125	$2.50	$1,095
SOC-101 Introduction to Sociology	$970	$125	$2.50	$1,095

Program Charges

Description of Item	Fee
Registration Fee per Course	$125
Tuition per Course	Varies
STRF Fee (California residents only)	$2.50 per $1000 paid in tuition.
Textbooks (each) – approximately if rented	$50
Virtual Learning Kits	$50
Fees to Transfer Credits	$15 per unit transferred
Assessment fees for transfer of credits	$125
Technology Fee	$47.50 per semester
Lecture Reschedule Fee	$75
Reinstatement Fee	$75
Tutoring Fee	$15 every 30 minutes
Additional Transcript Fee	$25
Coursework Book (Printed Syllabus in a binder)	$20

Change in Tuition Rates

If the school makes changes in the rates during the enrollment period covered by the enrollment agreement the school will honor the rates stated in the enrollment agreement and the student will not need to pay the difference in program cost. However, if the student withdraws from the program and later re-enroll, the student will be subject to the current program rates at the time of the subsequent re-enrollment.

Payment Methods Accepted

Payments can be made with cash, debit check cards, credit cards, and checks. Local bank imprinted checks are accepted for the amount due only. Two-party checks, post-dated, or altered checks are not accepted. A $50 service charge is assessed on any item returned by the bank.

Financial Assistance

Theoria Technical College currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition and fees.

Theoria Technical College does not participate in any federal and state financial aid programs.

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

Payment Default

The student (and co-buyer, if applicable) understands that payments are to be made to the school. If this agreement is assigned, the student (and co-buyer, if applicable) will be bound by all its terms and conditions.

Payments 3 days delinquent may accrue a LATE CHARGE of $25 a day. If account is delinquent for over 5 days, the student will be dropped from the program of study.

Third Party Payers

For the student receiving tuition assistance, any tuition refunds will be made first to any lender up to the amount of such disbursement, any additional refunds will next be made to other funding sources accounts or any other sponsoring source up to the amount of such disbursement,

and any additional refunds due will be made to the student or sponsor. Any over-payment disbursed for non-tuition educational expenses will be based on the lecture hours completed over the total time in that payment period. The student will be responsible for the repayment of any such over-payment. The refund for non-tuition educational expenses, if any, will be made to the appropriate agency account or individual.

State Law

"For those programs designed to be four months or longer, an institution shall not require more than one term or four months of advance payment of tuition at a time. When 50% of the program has been offered, the institution may require full payment. The limitations in this section shall not apply to any funds received by an institution through federal and state student financial aid grant and loan programs, or through any other federal/state programs. An institution that provides private institutional loan funding to a student shall ensure that the student is not obligated for indebtedness that exceeds the total charges for the current period of attendance. At the student's option, an institution may accept payment in full for tuition & fees; including any funds received through institutional loans, after the student has been accepted and enrolled and the date of the first-class session is disclosed on the enrollment agreement"

Catalog Disclosure/Student Tuition Recovery Fund (STRF)

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 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 either a California resident or 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 at 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or 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:

- 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.

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

Refund Policy

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the program when any of the following occurs:

- You notify the school in writing of your withdrawal.
- The school terminates your enrollment.

The date of your withdrawal shall be deemed the date of either items above.

For the purpose of determining when the refund must be paid. If the amount that you have paid is more than the amount that is owed for the time you attended. Then a refund will be made within 45 days of withdrawal. If the amount that you owed is more than the amount that you have already paid, they will have to make arrangements to pay it. A pro rata refund pursuant to section 94919(c) Or 94920(d) or 94927 of the Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: (1) The amount owed equal the hourly charge for the program (total institutional charge, divided by the number of hours in the program) multiplied by the number of hours the student attended, or was scheduled to attend, prior to withdrawal. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Refund Time Limits

In accordance with California State law, all refunds will be made within 45 days from the date of cancellation or withdrawal. If you have any questions regarding these calculations, please contact the Office.

Sample Refund Calculation

Once the Student is enrolled in classes, the registration fee is non-refundable, and the following refund policy applies:

1. During the first 10% of the period of financial obligation, the School shall refund at least 90% of tuition.
2. After 10%, but within 20%, of the period of financial obligation, the School shall refund at least 80% of tuition.
3. After 20%, but within 30%, of the period of financial obligation, the School shall refund at least 70% of tuition.
4. After 30%, but within 40%, of the period of financial obligation, the School shall refund at least 60% of tuition.
5. After 40%, but within 50%, of the period of financial obligation, the School shall refund at least 50% of tuition.
6. After 50%, but within 60%, of the period of financial obligation, the School shall refund at least 40% of tuition.

After 60% of the period of financial obligation, the School shall retain 100% of tuition.

Meet the Staff

President of Theoria Technical College

Phillip D. White IV, MSPN

- Bachelor of Science, Information Technology

Mr. White hails from an extensive background in Leadership, IT, and Early Childhood Education. As a co-founder of several Early Childhood Programs ranging from preschools to infant/toddler programs, throughout Southern California his passion for the children and families and consistent contribution to the field of Early Childhood Education Mr. White immersed himself in this field with passion and enthusiasm. In addition, Mr. White has counseled over 140 United States Sailors in career development and counseling which has led his to a fitting position as the President of Theoria Technical College.

Mr. White is responsible for the overall operations of the College and oversees the Administration Department ensure student success and achievement. As a retired United States Navy Sailor, Mr. White brings integrity and honor to the leadership and services of Theoria Technical College. Mr. White enjoys seeing people excel professionally and personally in life.

Chief of Operations

Antonio L. Jones, MBA, MPA

- Master of Business Administration, University of Phoenix
- Master of Public Administration, University of Phoenix
- Bachelor of Science, Health Care Management, Southern Illinois University-Carbondale
- Lean Six Sigma Certificate

Antonio brings 20+ years of experience as a health care executive combined with a broad background in business, healthcare, and human services, with extensive operational and administrative expertise. Antonio's versatile and well-rounded background enables him to give the students the support they need to succeed at Theoria.

Chief of Academics

Meghan Garcia, M.Ed.

- Master of Arts, Education, Ashford University
- Bachelor of Arts, Sociology, Ashford University
- Specialization in Higher Education

Meghan has been working in the Education field for 11 years. She began her work in Education within a state-funded preschool program, which is now Head Start. She had the opportunity to work with infants and toddlers, twos and threes, and Pre-K. Meghan shifted gears and began working in Higher Education counseling adults earning their degrees. Most recently she began an educational blog for college students, Coaching for College. Topics vary quite a bit from financial aid options, career and degree choices, her experiences in a genre of college institutions, and finally easing into multiple intelligences, and curriculum practices for what she is most passionate about in Early Childhood Education. Meghan earned a bachelor's degree in Sociology and a Master of Arts degree in Ed. She specialized in Higher Ed where she examined curriculum, assessment, & student development in the post-secondary environment.

Adjunct Professors

Mrs. Cherryl Molina

- Master of Arts, Child Development, San Diego State University
- Bachelors Human Development, University of California

Cherryl Molina has worked in the field of early childhood education for 9 years. She is currently the Management Analyst for the Head Start Program, where she provides management and site support in Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA), Early and Periodic Screening, Diagnostic and Treatment (EPSDT), education, and disability. She monitors and trains teaching and program staff in accordance with the Head Start Program Performance Standard (HSPPS), CCTR, California State Preschool Program (CSPP), and California Department of Education (CDE) grant requirements. She also has experience working with Quality Preschool Initiative (QPI), Early Childhood Environmental Rating Scale (ECERS-R), Infant/Toddler Environment Rating Scale (ITERS-R), Classroom Assessment Scoring System (CLASS) and Child and Adult Care Food Program (CACFP).

Cherryl is currently pursuing her Ph.D. in infant and early childhood development. She holds a Program Directors Permit and has been a Center Director as well as an infant, toddler, and preschool teacher. Her current research interests include addressing challenging behavior, attachment theory, and brain development in children ages zero to five.

Mrs. Christine Collins

- Master of Arts in Education, Ashford College
- Specialization: Early Childhood Education

Christine has earned a master's degree in education, specializing in early childhood education. She is currently pursuing a Doctor of Education with a specialization in educational leadership and management. Christine's core competencies include customer service, health and safety, creating engaging learning spaces, managing employees with care, and leadership excellence. Christine currently works as a preschool director, where she has been for the past 13 years. Christine has been in the field of early childhood education for 19 years. Christine's experience includes managing a childcare center serving families with children ages 6 weeks to 5 years. She is eager to use her hands-on knowledge of the early childhood development industry to teach others in this field.

Adjunct Professors Cont….

Ms. Lourdes Montoya

- Master of Arts, Adult Education and Training, University of Phoenix
- Bachelor of Arts, Liberal Arts, Mount St. Mary's College
- Associate of Arts, Early Childhood Education, Mount St. Mary's College

Lourdes has been working in early education for the past 25 plus years. She began her passion in early childhood education when she was in high associate degree to join the US army. Upon returning she continued her passion for teaching. Lourdes has worked as a teacher assistant, a teacher, and a site supervisor to her current position as a coach. As a program coach, she coaches and mentors' teachers that work in Head Start, child development centers, and family care centers. She has strong familiarity and hands-on experience with the following: Title 22, Title 5, Curriculum Implementation Fidelity, DRDP, ASQ, CACFP, ITERS, ECERS, CLASS, Head Start, and State Preschool requirements. She is a CLASS observer for preschool, toddler, and infants. She is knowledgeable with High5 mathematized, Building Blocks for Literacy and Mother Read Inc. She trained in practice-based coaching and teaching-learning collaboratively. Lourdes is passionate about sharing her knowledge and experience with adults coming into the field of early childhood education.

Mrs. Megan Murphy,

- M.S. Child Development, June 2021 University of La Verne
- Alpha Chi Honors Society – Top 10 percentile of graduating class
- B.A. Psychology, Dec 2016 California State University, San Marcos CA

Megan Murphy has enjoyed working with children throughout her life. She first worked in early childhood education over eight years ago as a substitute teacher and has held multiple positions in the field, most recently being a lead Preschool/Pre-K teacher. Her experience in the classroom inspired her to pursue further education in child development and to learn how events in these early years can impact an individual. After receiving her Master of Science in Child Development at University of La Verne, she began working in the field of higher education as an Adjunct Professor. Recently, she has taken on a position in the field of Parenting Education as an educator trainer. Megan continues to love learning about the critical early years of life and enjoys sharing her knowledge with fellow teachers, parents, and parenting educators. As an Adjunct Professor, she appreciates the opportunity to discuss the importance of quality education with other teachers. She hopes to continue positively impacting children's lives through her work of teaching those who directly influence children daily.
dojo.

Adjunct Professors Cont….

Mrs. Yana Chi

- B.A. Degree in English Literature, International Christian College Taipei, Taiwan

Yana Chi has devoted herself to early childhood education her entire adult life. She wants to make a difference in children's lives. This led her to travel the world in pursuit of her passion. She is originally from Taiwan, although she completed junior high in Shanghai, China, and was graduated from high school in Macau which made her fluent in both Mandarin and Cantonese. After working in Taiwan for two years as a preschool teacher, Yana moved to Missouri to get her master's degree in education.

She has been a Pre-K teacher for the past eleven years at public schools in California and holds a Child Development Program Director Permit. In addition to working with children as a teacher, she volunteers by serving as a translator for Asian families at the school district where she currently works in all the departments. She wants to use her experience to share her love of education with other aspiring teachers.

Mrs. Karen Snedden, M. Ed

- Master of Arts in Education, National University Specialization: Early Childhood Education, San Diego State University

Karen Snedden spent several years teaching kindergarten and elementary age students before becoming a preschool instructor, then director. The experience in the classroom shaped her view of the importance of Early Childhood Education on a student’s preparedness for success in elementary school. Karen holds a California State Multiple-Subject Teaching Credential and earned her master’s degree with emphasis in Cross-Cultural Education in addition to holding her Preschool Director’s Permit.

Karen has 15 years’ experience in early childhood education, with 12 of those years as a preschool director. Her belief is that the most impactful teaching comes from teachers who love the field. Karen is eager to help teachers provide the best quality possible.

Operations Department

Mr. Jed Hill – Faculty / Director of Operations

B.A. in History, Cal State Long Beach

Jedaki Hill is a SoCal native who has lived his life between Riverside and San Diego County. He is also an active traveler who has found himself journeying through Europe and seeks to acquire more knowledge from different cultures. With his analytical and research background in History Arts he works mainly in research and development of operational procedures. His background in writing, publishing, and Academic procedures directs his insight on institutional policies, as well as compliance. He looks to publish more of his books and design his own historical based video game in the future.

Mr. Brendan Tang / Operations Department Assistant

B.A. in Cognitive Science, Computer Science, UC Berkeley

Brendan is very detailed oriented and an excellent writer. He is an excellent addition to our operations Department where he works mostly with policy and compliance. Brendan enjoys video game designing and code writing.

Student Services Department

Jenesis Valentine – Director of Student Services

- A.S. in Business Administration, Mt. San Jacinto College

I am passionate about helping people in business and in life. I pride myself on offering the highest quality of services to our students here at Theoria Technical College. I go above and beyond to see students succeed. I am currently a student in Business Administration at Mt. San Jacinto College. I also provide Pediatric First Aid and CPR classes to students and Early Childhood Education Programs here in Southern California.

Sabrina Solorio- Student Services Advisor

With a passion for working with children, Sabrina is currently pursuing her associate degree in Early Education here at Theoria. She strives to provide the best quality customer service. She specializes in assisting our Spanish-speaking students with translations and bridging the communication for new teachers in the Early Education industry. Sabrina practices inclusivity and excels in her work with students attending Theoria. Once she graduates with her degree, she plans on entering the Early Education field as an administrator

Academics Director

Frank Acuna-Valentine / Director of Academics

- Associate of Arts, Cyber Security, Mira Costa College
- Served as Director of Operations from 2021-2022.

A strong advocate for academic excellence, Mr. Acuna-Valentine managed Projects facilitating successful BPPE and NCCRS program approval efforts. As a college leader he has assisted with setting the standards for academic programs by identifying Early Childhood Education policy implementation by the state of California. He has also led efforts to create new programs, reaffirm academic programs and sustain status of academic programs through CDA, NAEYC, and ECLKC standards. Mr.Acuna-Valentine is a native of Oceanside, California, and a graduate of Oceanside High School. He received a Bachelor's in Computer Science with specialization in Cyber Security and Data Analytics from California State University of San Marcos.

Board Members

Elisha M. Valentine – Chairwoman of the Board

Trustees

Darla Delayne

Yulinda Washington

Kasey Kelsey

Su'nita L. Charles

April Holman

Other Staff

ANTH 101
Gabrielle Bratt, MS
Bachelor of Arts
Anthropology, Emphasis in Archaeology
Minor in French
Master of Science
Anthropology, Emphasis in Pacific Northwest Archaeology

COMM 101
COMM 112
Jonathan Harper, MAEd
Bachelor of Science
Physical Education, Concentration in Recreation
Master of Science, Education
Specialization, Sports Management
Doctorate, Business Administration (IP)
Specialization, Leadership

ENG 101
ENG 102
April Griffith, MFA
Bachelor of Science Biology
Minor in Chemistry
Specialization, Animal Behavior
Bachelors in English
Minor in Creative Writing
Specialization, Writing
Post-Graduate Studies in Shakespeare and Renaissance Literature
Specialization, Teaching
Master of Fine Arts Creative Writing

HIS 101
HIS 102
Jedaki Hill
Associate of Arts
History for Transfer (AAT)
Bachelor of Arts History

HLTH 101
Trent Pendergast, MS
Bachelor of Science, Education
Health and Physical Education
Master of Science
Physical Education, Exercise Sports Science

SOC 101
Meghan Garcia, MAEd
Bachelor of Arts
Sociology
Master of Arts, Education
Specialization, Higher Education

MTH 101
Jake Bills, MBA
Bachelor of Science
Manufacturing Engineering Technology, Business Administration
Master of Arts, Business Administration
Operations Management

Darla Delayne

Business Marketing Mgr.

Cholee Spicer

Web and Graphics Designer

Early Childhood Education Associates Degree Program

Program Description

Students are trained to instruct and care for infants and children from birth to kindergarten in an early childhood environment, such as a preschool, childcare center, infant care center, or other child development facilities, using class assignments designed to promote the needed social, physical, emotional, intellectual, and cognitive growth in order for children to be better prepared to enter a primary school environment. The above courses may be taken one at a time or multiple at once. Students may enroll in each course separately. A transcript of completion will be issued at the completion of each course.

Schedule

Weekend Lecture –
Saturday and Sunday
9:00 am to 4:30 pm
(Weeknights as scheduled)

Requirements for Associates Degree Program

Candidates for the Associate of Science degree must have satisfactorily completed all of the requirements for General Education, successfully completed the 18-unit residency core requirements (ECE/CDA 100, 200, 300, 400, 500, 600), and a minimum of 15 elective units. Two of the five elective courses (6 units) must be in early childhood to meet the early childhood 24-unit degree requirement.

Total Unit Requirement for Associates Degree Program

1. General Education = 24 Unit Minimum
2. Major or Area of Emphasis (minimum) = 18 units minimum
3. Electives (as needed to total 60-degree applicable units)
4. Advanced Placement, CLEP, PLE, and DSST exams will be determined by the Theoria Technical College
5. For A.A – T/A.S. – T (Options B and C are TBA)

Grade Point Average

1. General Education applicable courses must have a cumulative grade point average of 2.0 (“C”) or better.
2. All 18 unit Major or Area of Emphasis courses must be at 2.0 (“C”) or better.
3. **English Competency- Area D1**

a. A Grade of “C” or better in: English 101 or another approved exam and score

4. **Math Competency – Area G**
    a. A grade of “C” or better in Math 101 or another approved exam and score
5. **Reading Competency – Area H**
    a. Collegiate-level reading competency may be demonstrated by passing ENG-101 OR ENG-102 (ADV) with a “C” grade or better or with another equivalent score or equivalent course work from another college and/or institution.
6. **Residency Unit Requirement for a Degree**
    a. A student must complete at least 18 units (all ECE core classes: 100, 200, 300, 400, 500, and 600) in residence at Theoria Technical College.
7. **PLEASE NOTE:**
    a. Course Numbering: Only courses numbered 100 or higher are applicable for the Local Non-Transfer AA or AS Degree.
    b. General education credit for a single course may be used in only one category A – D & E.
    c. Coursework may double count for the satisfaction of both the general education and major requirements; however, units may be counted only once.
    d. Advanced or Honors sections of a course may be used in lieu of the regular approved course.

General Education Requirements

1. Area A. Natural Sciences

These courses impart knowledge about living and non-living systems and mathematical concepts and quantitative reasoning with applications. Courses fulfilling this requirement promote understanding and appreciation of the methodologies and tools of science, emphasize the influence of scientific knowledge on the development of civilization, impart appreciate and understanding of basic concepts, not just skills and offer specific inquiry into mathematical concepts, quantitative reasoning and application.

2. Area B. Social and Behavioral Sciences

These courses explore, at the micro and macro level, the social, political and economic institutions that underpin society. Courses fulfilling these requirements promote understanding and appreciation of social, political, and economic institutions, probe the relationship between these insinuations and human behavior, examine these institutions in both their historical and contemporary context, include the role of, and impact on, non-white minorities and women and include both western and non-western settings.

3. Area C. Humanities

These courses cultivate intellect, imagination, sensibility and sensitivity. They encourage students to respond subjectively as well as objectively and to develop a sense of the integrity of emotional and intellectual responses. Courses fulfilling this requirement study great work of the human imagination, increase awareness and appreciation of the traditional humanistic disciplines such as art, dance, drama, literature, and music, impart an understanding of the interrelationship between creative art, the humanities, and the self, provide exposure to both

western and non-western cultures, and include foreign language courses.

4. **Area D. Language and Rationality**

These courses emphasize both the content and form of communication. Students are taught the relationship of language to logic as well as how to analyze, criticize, and advocate ideas, to reason deductively and inductively, and to reach sound conclusions. Courses fulfilling this requirement provide understanding of the psychological and social significance of communication; focus on communication from the rhetorical perspective; reasoning and advocacy; organization; accuracy; the discovery and critical evaluation and reporting of information; reading, listening, speaking and writing effectively; and provide active participation and practice in written and oral communication.

5. **Area E. Healthful Living and Self Development**

These courses facilitate an understanding of human beings as integrated physiological, social, and psychological organisms. These courses provide selective consideration of human behavior, sexuality, nutrition, health, stress implications of death and dying, and the relationship of people to the social and physical environment.

6. **Area F. Diversity**

These courses will give students the knowledge and skills necessary for comprehending settler colonial histories, the racial and ethnic dynamics, and continued sovereignty and social justice movements in the United States. Students will gain the skills to better operate as responsible, informed, and constructive citizens in an evolving multiracial and multicultural democracy.

7. **Area G. Math Competency**

In these courses, students will learn to distill, and solve problems through the application of appropriate models and methods, and to rearticulate their solutions using language appropriate to the discipline. Collegiate-level math competency may be demonstrated by successfully passing MATH 101 or any higher-level math course with a minimum grade of “C” or better.

8. **Area H. Reading Competency**

The objective here is to analyze texts using methods appropriate to literary study and to situate analysis within contexts where texts circulate. Collegiate-level reading competency may be demonstrated by successfully passing English 101 with a “C” or better.

Theoria Technical College

Associate of Science Degree | Early Childhood Education Pathways FT/PT

A.A./A.S. DEGREE – GENERAL EDUCATION GRADUATION REQUIREMENTS
2022-2023 Planning Guide Local Non-Transfer Form

AREA A—Natural Sciences A minimum of 3 units required.			
A1.	C	IP	N
Anthropology 101			

AREA B—Social & Behavioral Sciences A minimum of 6 units required, 3 units from B1 and 3 units from B2.			
B1.	C	IP	N
History 101			
B2.	C	IP	N
Sociology 101			

AREA C—Humanities A minimum of 3 units required.			
C1.	C	IP	N
History 102			

AREA D—Language & Rationality A minimum of 6 units required, 3 units from D1 and 3 units from D2.			
D1.	C	IP	N
English Composition 101, **English Composition** (ADV) 102			
D2.	C	IP	N
Communication 101			

AREA E—Healthful Living and Self-Development A minimum of 3 units required.			
E1.	C	IP	N
Health 101			

AREA F—Diversity A minimum of 3 units required.			
F1.	C	IP	N
Intercultural Communication 112			

AREA G—Math Competency A minimum of 3 units required.			
Math _____ Math _____ Math _____			
May be demonstrated by passing Math 101 or any higher-level math course with a minimum grade of "C" or with an equivalent AP score or equivalent course work.	C	IP	N
Math 101			

AREA H—Reading Competency			
Reading – Collegiate-level reading competency may be demonstrated by passing English 101 or English 102 with a "C" grade or better or with an equivalent AP score or equivalent course work.	M	IP	N
English 101, **English** 102 (ADV)			

Key

C = Completed **IP** = In-Progress **N** = Need **M** = Meets **TR** = Transfer/Transferred

CORE EDUCATION GRADUATION REQUIREMENTS
2022-2023 Planning Guide

A.A/A.S. Program-ECE CORE A minimum of 18 units required. Completion of all CORE required or other transferable CORE courses approved by the institution.	C	IP	N
Child Growth and Development ECE-CDA-100			
Child, Family, and the Community ECE-CDA-200			
Curriculum Theories, Methods, and Materials ECE-CDA-300			
Infant and Toddler Development Care ECE-CDA-400			
Early Childhood Program Administration & Management ECE-CDA-500			
Preventative Health, Safety and Nutrition with Pediatric CPR & 1st Aid ECE-CDA-600			

ELECTIVE EDUCATION GRADUATION REQUIREMENTS
2022-2023 Planning Guide

A.A./A.S. Program-ECE ELECTIVES A minimum of 15 units required. A minimum of 6 of those 15 units must be in ECE. Any of the below courses or other transferable elective courses approved by the institution.	C	IP	N
Cognitive Development ECE-110			
Effective Strategies for Challenging Behaviors ECE-120			
Early Childhood Special Education ECE-210			
S.T.E.M for Preschool ECE-310			
Creating Environments for Learning ECE-320			
Movement and Music ECE-330			
S.T.E.A.M. for Infant and Toddlers ECE-410			
Adult Supervision and Leadership ECE-510			
Emotional Wellness & Trauma in Early Childhood ECE-610			

Comments

Residency Unit Requirements

Students entering into the Early Childhood Education Associates Degree program *must* complete all core ECE classes with Theoria to meet the residency requirements.

Associate Degree Core Requirements:

1. ECE/CDA 100 Child Growth and Development (3 units)
2. ECE/CDA 200 Child, Family, and the Community (3 units)
3. ECE/CDA 300 Curriculum Theories, Methods, and Materials (3 units)
4. ECE/CDA 400 Infant/Toddler Development and Care (3 units)
5. ECE/CDA 500 Early Childhood Program Administration and Management (3 units)
6. ECE/CDA 600 Preventative Health, Safety and Nutrition with Pediatric CPR & 1st Aid (3 units)

Please Note: ECE core classes are *non-transferrable* from other colleges or institutions.

Transfer Students

Students entering into the Early Childhood Education Associates Degree program are eligible to receive transfer credit up to 24 transferrable GE and Elective courses from previous institutions.

For more information on a transcript evaluation and degree audit please email academics@theoriatechnical.com

Planning Your AS Degree Pathway

This document outlines the courses needed to complete your AS degree (which requires 60 eligible credits) based on your degree pathway.

These courses include general education requirements as well as courses that may be used to meet our elective requirements.

Please connect with the Academics Department if you have previously earned college credit (such as CLEP, DSST, or transfer), or would like to modify when you take certain courses and/or how many courses you take in a semester.

CDA Program

A training partnership was awarded to Theoria Technical College following a quality review of their training and student services by the Council for Professional Recognition (the Council). The partnership is part of the Council's early childhood education effort to help CDA course students find the high-quality training and student services they need in preparation for the CDA exam and a career as early childhood educator.

In partnership CDA, Theoria Technical College successfully demonstrated that its early childhood education courses are based on the Council's three industry-leading principles:

- Alignment with the CDA formal early childhood education coursework found in the CDA's Eight Subject Areas.
- Sound business policies and practices.
- Quality student services that meet their educational and professional needs.

Students completing ECE/CDA courses with Theoria Technical College can apply to use those courses to qualify for the CDA's National Credential recognized nation-wide.

What is a CDA Credential?

In childcare, CDA stands for Child Development Associate. The Child Development Associate Credential is the most widely known and valued credential in early childhood education. It is an opportunity for educators working with children from birth to age 5 to demonstrate and strengthen their knowledge, understanding, and practices when teaching in early education. Not only is the CDA Credential a key part of advancing within early childhood education, but it is also a major professional development learning experience and essential resource moving into the field.

The Child Development Associate Credential is based on a core set of standards set to evaluate and prepare early childhood educators as they work to enter the professional world. Not only is it valuable for professional development, but it can also be a key piece of becoming a qualified, exceptional teacher to young children.

Those who earn their Child Development Associate Credential have mastered the CDA standards and have a deep understanding of why these learned practices will help children move more successfully and smoothly from one developmental stage to the next.

Child Development Associates have a grasp on each aspect of a child's development, including emotional, social, physical, and intellectual, and strive to help them grow through the stages of development more effortlessly.

While earning a CDA Credential isn't always easy, it is overwhelmingly rewarding to personally evolve and professionally prepare to be the best early childhood educator possible.

The following Theoria Technical College courses will fulfill this:

- ECE/CDA-100 Child Growth and Development
- ECE/CDA-200 Child, Family & Community
- ECE/CDA-300 Program Curriculum Theories, Methods, & Materials
- ECE/CDA-310 S.T.E.M. for Preschool
- ECE/CDA-400 Infant Toddler Development & Care
- ECE/CDA-500 Early Childhood Program Administration & Management
- ECE/CDA-510 Adult Supervision & Leadership
- ECE/CDA-600 Preventive Health, Safety, & Nutrition with Pediatric First Aid & CPR

Bureau for Private Postsecondary Education
Department of Consumer Affairs

Notice to Prospective Degree Program Students

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one-degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by (date two years from date of provisional approval), and full accreditation by (date five years from date of provisional approval).

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs.
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

ECE/CDA-100 Child Growth and Development Certificate Program

ECE/CDA-100 Child Growth and Development
3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

In this course, students explore the theories, research, and applications that are relevant to early childhood development from historical and contemporary points of view. Practical applications of theories are made to help participants implement a developmentally appropriate curriculum that supports physical, cognitive, and social development, encompassing the prenatal period, infancy, toddlerhood, preschool years, middle childhood, and adolescence.

Student Learning Outcomes:

- Provide a broad, balanced overview of the field of child development.
- Explicitly tie development to the lives of young children in the field of early childcare and education.
- Explicitly tie development to students' lives.
- Highlight both the commonalities and diversity of today's multicultural society.
- Making the field child development engaging, accessible, and interesting to students.

Cost of this course: $325.00

ECE/CDA-200 Child, Family, and Community Certificate Program

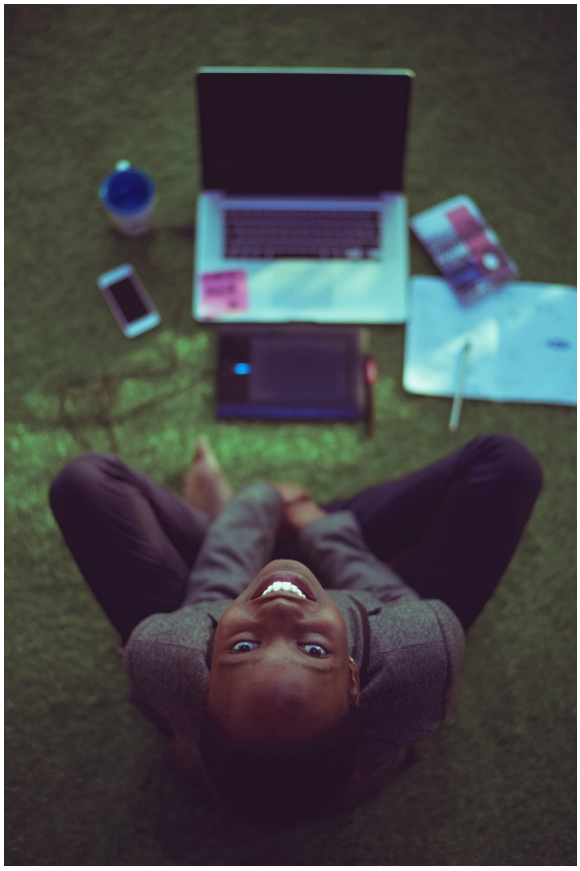
ECE/CDA-200 Child, Family, and Community
3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

In this course, students explore how the child develops in a variety of contexts, including the family, community, and early childhood institutions. It gives the students the tools they need to become professionals who can work with both the children and parents to support children in a healthy, secure way and help them socialize with members of their families and, eventually, society. Guidance strategies and child rearing strategies that parents, parent educators, and other professionals can put to immediate use are presented.

Student Learning Outcomes:

- Describe socialization of the child, focusing on the interrelationship of family, school, and community.
- Identify the educational, political, and socioeconomic impacts on children and families.
- Describe strategies that empower families and encourage family involvement in children's development.
- Identify how the child develops within a system and is influenced by multiple factors of socialization.
- Compare historical and current theoretical frameworks of socialization.
- Describe contemporary social issues and their effects on families and children.
- Compare and contrast diverse family characteristics and parenting styles.
- Evaluate the impact of one's own experiences on their relationships with children, families, and the community.
- Describe legal requirements and ethical responsibilities of professionals working with all children and families.
- Identify community resources and strategies that support children and families.

Cost of this course: $325.00



ECE/CDA-300 Program Curriculum Theories, Methods, and Materials Certificate Program

ECE/CDA-300 Program Curriculum, Theories, Methods and Materials

3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

In this course, students explore developing an integrated approach to curriculum and instruction in the early years. Students will address all aspects of classroom life, including the roles of children and adults, the physical and social environments, and learning and assessing within multiple domains for children. Students will learn about practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities. ECERS – Early Childhood Environmental Rating Scale is a supplemental component of this course.

Student Learning Outcomes:

- Answer why the early years are critical learning years.
- Explain why families want early learning for their children.
- Discuss why high-quality early education increases children's life-long success.
- Discuss why high-quality early education has economic and social benefits for society.
- Describe DAP activities in each domain for development for children birth-8 years of age
- Define what DAP are and how to effectively implement them into early education curriculum.
- Understand and effectively apply observational methods, into an early learning environment.

Cost of this course: $325.00

ECE/CDA-310 S.T.E.M for Preschool (Science, Technology, Engineering, and Math) Certificate Program

ECE/CDA-310 S.T.E.M. for Preschool (Science, Technology, Engineering, & Math)

3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

Integrating Science, Technology, Engineering, and Math in Early Childhood Classrooms, Through Big Ideas offers a way to think about the future classroom and to meet the needs of children who come to, into it, with diverse experience, knowledge, and abilities. We change how we think about math and science for young children. Let's look at the world the way the child does. Children think in terms of big ideas. In this course we focus on big ideas–like patterns, transformation, movement, balance, and relationships–as a way to think about content, and they integrate science and mathematics through these big ideas, rather than linking them topically.

In this course we take a look at why it is important to think about thinking, introduce assessment early to help the teacher plan for assessment before teaching even begins, and sets up an environment that will support the construction of the big ideas that integrate math and science. Real-life scenarios provide invaluable insights into the teacher's thinking and planning. It's a unique exploration of thinking and learning.

Student Learning Outcomes:
Upon completion of this course students will be able to:

- Provide a broad, balanced overview of the integration of STEM in the early years of education.
- Define constructivism and theory-building.
- Describe big ideas and their characteristics.
- Analyze the views of teaching and learning underlying constructivism and big ideas.
- Explicitly tie development and STEM activities to the lives of young children in the field of Early Child Care and Education.
- Explain the cycle of learning that occurs through explorations, inquiry, and building of knowledge.
- Highlight fun challenges that involve inquiry, imagination, planning, creating, and reflection.
- Demonstrate how to seamlessly integrate STEM into art and creative expression, block play, literacy learning, dramatic play, and music and movement in learning centers.

Cost of this course: $325.00

ECE/CDA-400 Infant/Toddler Development and Care Certificate Program

ECE/CDA-400 Infant/Toddler Development & Care

3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

This course applies current theory and research to the care and education of infants and toddlers in group settings. Students will examine essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for birth to 36 months. Students who complete this course will be able to apply the ongoing cycle of curriculum planning to develop learning opportunities for infants/toddlers that reflect their understanding of developmental stages and issues. The practicum allows participants to work directly in the infant care center to gain experience. The hands-on experience of the practicum gives participants the opportunity to practice direct application of classroom learning through the development and refining of personal professional techniques for safe and appropriate application of acquired knowledge of early childhood education and care for infants and toddlers. ITERS – Infant Toddler Environment Rating Scale is a supplemental component of this course.

Student Learning Outcomes:

- Summarize the essential policies and practices of quality infant and toddler programs.
- Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
- Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.
- Practice the three R's of caregiving.
- Implement infant and toddler appropriate activities into an early education environment.

Cost of this course: $325.00

ECE/CDA-500 Program Administration and Management Certificate Program

ECE/CDA-500 Program Administration and Management

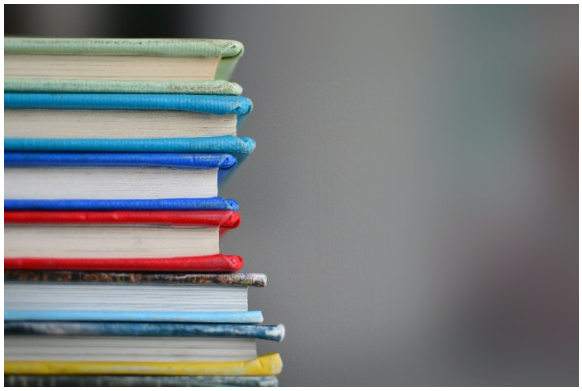
3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

This course addresses the latest trends affecting the childcare workforce and provides specific guidance for recruiting, hiring, and retaining quality personnel, including job descriptions and hiring practices. The role of the Program Administrator as a mentor, coach, and instructional leader is covered, along with important business issues within the Administrator's responsibilities, such as financial planning, budget development and management, how to use social media effectively, program evaluation, facility planning, and management for private child and infant care centers, faith-based center programs, family child care homes, and a variety of other programs including state and federal operations. Students will review governmental regulations, licensing, certifications, and accreditation. PAS – Program Administration Scale is a supplemental component of this course.

Student Learning Outcomes:

- Understand how to create a learning community of children and adults that promotes optimal child development and healthy families.
- Demonstrate strategies for establishing systems for program functioning and managing staff to carry out the mission of the program, planning and budgeting the programs fiscal resources, managing organizational change, and establishing systems to monitor and evaluate organizational performance.
- Prepare for recruiting, selecting, and orientating personnel; overseeing systems for the supervision, retention, and professional development of staff that affirm program values and promote a shared vision.
- Collaborating by establishing partnerships with program staff, family members, board members, community representatives, civic leaders, and other stakeholders.
- Understand the importance of advocacy by taking action and encouraging others to work on behalf of high-quality services that meet the needs of children and their families.

Cost of this course: $325.00



ECE/CDA-510 Adult Supervision & Leadership Certificate Program

ECE/CDA-510 Adult Supervision & Leadership

3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

This course covers the nature of leadership, how to be a leader in the various settings in early care and education, how to work in early childhood teams (staff, faculty, and other professionals) and with families, and how advocacy is a form of leadership. This course includes cases and reflection questions. Emphasizes that regardless of position, ALL early childhood professionals can be leaders in their field and help provide guidance for positively supporting early childhood professional through effective and reflective adult supervision.

Student Learning Outcomes:
Upon completion of this course, students will be able to:

The primary focus of the course will be on the development of specific knowledge and skills necessary to lead a change initiative in an urban or suburban school system.

- Develop an understanding of systems thinking as it applies to planning for educational change.
- Examine multiple ways in which change takes place in educational settings.
- Examine major philosophical models used to transform ineffective teaching and learning processes into ones that are effective.
- Develop skills for structuring a school community around issues of school transformation.
- Research, design, and plan an instructional change model that can be used to make change in a school setting.

Cost of this course: $325.00

ECE/CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR Certificate Program

ECE/CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR

3 Units
90 Clock Hours
Lecture: 15 Hours
Independent Study: 30 Hours
Practicum: 45 Hours

In this course, students will demonstrate a fundamental knowledge in basic skills of child health, safety, and nutrition, demonstrate a basic knowledge of Title 22 requirements concerning health, safety, and nutrition, plan and prepare a menu of healthy snacks and meals according to Title 22 requirements and the Food Guide Pyramid, demonstrate the capacity to develop an Emergency/ Disaster plan, and receive a Pediatric First Aid and CPR card.

Student Learning Outcomes:

- Understand how to prevent the spread of viruses and bacteria in an early childhood setting.
- Demonstrate strategies to establish systems for program health, safety, and nutritional values.
- Prepare a menu of healthy snacks and meals for various age groups in the early childhood development classroom.
- Develop an emergency disaster plan.
- Understand the importance of preventive health, safety, and proper nutrition of children and their families.
- Receive a Pediatric First Aid and CPR Card
- Needs of children and their families.

****Please make note that this class is an on-line AND on-site course when students are taking the Pediatric First Aid and CPR portion of this class. The Pediatric First Aid and CPR class MUST be taken on-site (in-person). Students may opt-out of the Pediatric First Aid and CPR portion of this class by providing evidence that they currently hold an active Pediatric First-Aid and CPR card.*

Cost of this course: $325.00

Early Childhood Education Courses

ECE/CDA-100 Child Growth and Development
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90
**For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.*

In this course students explore the theories, research, and applications that are relevant to early childhood development from historical and contemporary points of view. Practical application of theories is made to help participants implement a developmentally appropriate curriculum that supports physical, cognitive, social, and development, encompassing the prenatal period, infancy, toddlerhood, the preschool years, middle childhood and adolescence.

ECE-110 Cognitive Development
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course offers a unified account of the major research findings and theories on the development of children's thinking from infancy to adolescence; and considers their practical implications. It examines the change processes through which development occurs, as well as the nature of the changes in language, perception, memory, conceptual understanding, and problem-solving that mark cognitive development.

ECE-120 Effective Strategies for Challenging Behaviors
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course contains numerous practical, indispensable tips for responding to those with challenging behaviors, building relationships with children and their families, and preventing unwanted classroom behavior. It provides teachers with background information that enables them to understand why children behave the way they do and presents several evidence-based strategies to address their challenging behavior effectively so that teachers can select those best suited to the child and the situation. Useful to early education students, the class emphasizes the importance of the teacher's role in the behavior of children and encourages students and educators to reflect on their own values, feeling, and actions. In addition to up-to-date research on culture, dual-language learning, resilience, and inclusion, this course focuses on what stress can do to children's brain, executive function, and behavior.

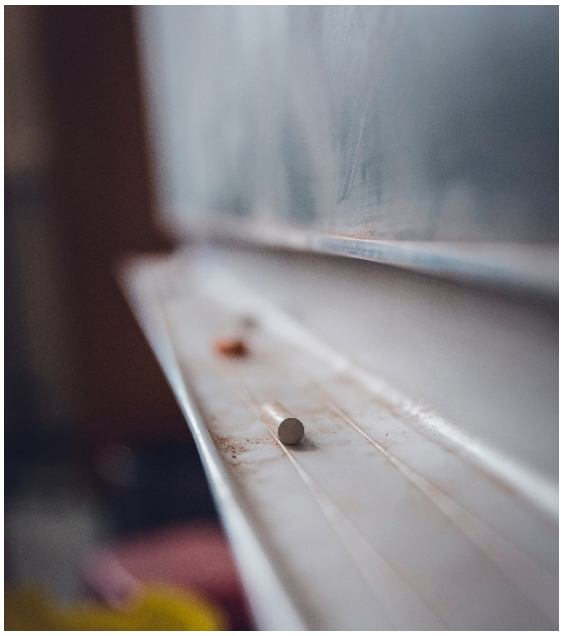
ECE/CDA-200 Child, Family, and Community
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

**For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.*

In this course students explore how the child develops in a variety of contexts, including the family, community, and early childhood institutions. It gives the students the tools they need to become professionals who can work with both the children and parents in ways to support children in a healthy, secure, way to socialize with members of their families and eventually society. Guidance strategies are presented, as well as child-rearing strategies that parents, parent educators, and other professionals can put to immediate use.

ECE-210 Early Childhood Special Education
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course offers an in-depth coverage of the history of early childhood education, special education, and litigation related to special education services and the importance of use of non-biased, highly effective assessments, combined with an overview and of major theories, their application, and an extended discussion of health-related contributors to disabilities (e.g., HIV, alcohol, cocaine) related to early childhood development all combine to make this course unique in its field. The course provides dedicated special education teachers and therapists with the tools and strategies needed to work cooperatively and effectively with other professionals. As part of the fundamental focus of this course.



ECE/CDA-300 Program Curriculum Theories, Methods, and Materials
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90
**For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.*

In this course students explore developing an integrated approach to curriculum and instruction in the early years. Students will address all aspects of classroom life, including the roles of children and adults; the physical and social environments; and learning and assessing within multiple domains for children. Students will learn about practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities. ECERS – Early Childhood Environmental Rating Scale is a supplemental component of this course.

ECE/CDA-310 S.T.E.M. for Preschool
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

Integrating Science, Technology, Engineering, and Math in early childhood classrooms, through "Big Ideas" offers a way to think about the future classroom and to meet the needs of children who come to, into it, with diverse experience, knowledge, and abilities. We change how we think about STEM for young children. In this course we focus on big ideas-like patterns, transformation, movement, balance, and relationships-to think about content, and they integrate STEM through these big ideas, rather than linking them topically. We look at why it is important to think about thinking, introduce assessment early to help teachers plan for assessment before teaching even begins, and set up an environment that will support the construction of big ideas that integrate STEM.

ECE-320 Creating Environments for Learning
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

In this course teachers get practical help for designing play-based environments that ensure effective teaching and learning while meeting national and state standards. The course presents basic information and environmental and curricular possibilities through numerous examples, photos, and videos that demonstrate early childhood theories, child development current research, and curriculum standards and outcomes in action. It emphasizes the importance of considering multiple aspects including the standards and children's interests, developmental levels, and cultural and geographic backgrounds. The course includes expanded information on diversity, early childhood learning theories, working in K-though third-grade settings, and 21st century learning initiatives that allow students to be better prepared for early childhood settings. The most current information on research, curriculum standards, and play-based learning, plus numerous examples make this resource practical, interesting, and understandable for future and practicing teachers in family childcare homes, childcare centers, preschools, and elementary schools.

ECE-330 Movement and Music
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

Taking into account the growing obesity epidemic and the expanding relationship between physical activity, music, and performance, this course gives students the knowledge and skills they need to make informed decisions to guide and motivate children toward a lifetime of movement. More than a listing of activities, this course presents in-depth information on physical activity and music that allows the early childhood educator to match motivating physical activity and music lessons to the developmental level of the child. The guiding principles throughout the course focus on meeting individual needs, reciprocating environment and curriculum, integrating movement and music, involving family and community, and providing guidance through assessment and standards.

ECE/CDA-400 Infant/Toddler Development and Care
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90
*For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.

This course applies current theory and research to the care and education of infants and toddlers in group settings. Students will examine essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. Students who complete this course will be able to apply the ongoing cycle of curriculum planning to develop learning opportunities for infants and/or toddlers that reflect their understanding of developmental stages and issues. The externship allows participants to work directly in the infant care center and gain experience. The hands-on experience of the externship gives participants the opportunity to practice by direct application of classroom learning through the development and refining of personal professional techniques for a safe and appropriate application of acquired knowledge of early childhood education and care for infants and toddlers. ITERS – Infant Toddler Environment Rating Scale is a supplemental component of this course.

ECE-410 S.T.E.A.M. for Infants and Toddlers
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

In this course students will learn how to integrate S.T.E.A.M. ideas for infants and toddlers. Reflecting on how children in these age groups are naturally inclined to learn about worldly concepts like Science, Technology, Engineering, Art, and Math. For instance, their use of scientific observation and experimentation, the handling of natural and digital technology, learning how set materials function like an engineer, understanding artistic approaches and designs to activities, and the use of mathematical properties to show difference and make categorizations of objects. S.T.E.A.M. is represented in a way that teaches infants and toddlers to discern the difference between the certain concepts, while also seeing the connection between them all. The course will not only teach students why these concepts are vital to infants and toddlers but give the necessary examples of shaping their own curriculum and environment based on S.T.E.A.M. Overall, students will learn how to create a thriving environment for S.T.E.A.M. to be successfully retained by infants and toddlers.

ECE/CDA-500 Early Childhood Program Administration and Management
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90
**For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.*

This course addresses the latest trends affecting the childcare workforce and provides specific guidance for recruiting, hiring, and retaining quality personnel, including job descriptions and hiring practices. The role of the Program Administrator as a mentor, coach, and instructional leader are covered, along with important business issues within the Administrator's responsibilities, such as financial planning, and budget development and management, how to use social media effectively, program evaluation, facility planning and management for private child and infant care centers, faith-based center programs, family child care homes, and a variety of other programs including state and federal operations. Students will review governmental regulations, licensing, certifications, and accreditation. PAS – Program Administration Scale is a supplemental component of this course.

ECE/CDA-510 Adult Supervision and Leadership
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course covers the nature of leadership, how to be a leader in various settings in early care and education, how to work in early childhood teams (staff, faculty, and other professionals) and with families, and how advocacy is a form of leadership. This course includes cases and reflection questions. Emphasizes that regardless of position, all early childhood professionals can be leaders in their field and help provide guidance for positivity supporting early childhood professionals through effective and reflective adult supervision.

ECE/CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90
*For students pursuing a Child Development Associate (CDA) Credential™, this course can be applied toward the formal education requirement.

In this course students will demonstrate a piece of fundamental knowledge in basic skills of child health, safety and nutrition; demonstrate a basic knowledge of Title 22 requirements concerning health, safety and nutrition; plan and prepare a menu of healthy snacks and meals according to Title 22 requirements and the Food Guide Pyramid; demonstrate the capacity to develop an Emergency/ Disaster plan and Receive a Pediatric CPR and First Aid card.

ECE-610 Promoting Wellness in Early Childhood
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course focuses on wellness and prepares students to teach the diverse populations of young children in family childcare, childcare centers, preschools, and elementary settings by providing everything needed to ensure students understand wellness concepts, know how to apply wellness concepts, and know how to teach wellness concepts to children. It helps students understand the interrelationships among nutrition, health, and safety, and gives them strategies to share their knowledge with children and their families. Covering the full range of childhood from birth into school-age, it promotes thinking about professional situations students will face in their own classrooms and teaching situations, while providing a glimpse into the everyday contemporary classroom environment. This course gives early childhood teachers what they need to help all children attain wellness and be ready for success in school.

General Education Courses

ANTH-101 Introduction to Anthropology
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course takes a unique and holistic approach to the study of cultural anthropology. Transcending mere descriptions, the course explains not only what humans are and were like, but also how they got to be that way, in all their variety.

COMM-101 Workplace Communication
Units: 3
Prerequisites: ENG-101
Lecture Hours: 15
Course Completion Hours: 90

This course emphasizes the writing process and gives students a sound introduction to workplace communication. The text covers all major topics of professional communication in an accessible and flexible style. The course offers real-life scenarios, before and after writing samples, includes writer's reflections and ends with application and learning exercises. Checklists for each communication channel and a grammar handbook round out the many learning features of this course. Electronic communication prepares students for today's business environment and goes beyond e-mail and Web sites to include in-depth coverage of Web logs (blogs), Instant Messaging, and on-line help.

COMM-112 Intercultural Communication
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

Blending both the practical and theoretical, this course offers students the requisite knowledge, the appropriate motivations, and the relevant skills to function competently with culturally different others. The course provides a discussion of important ethical and social issues relating to intercultural communication and encourages students to apply vivid examples that will prepare them to interact better in intercultural relationships.

ENG-101 English Composition
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course will help you improve your writing skills. When you complete the sequence, you will know how to gather and organize information; draft, revise, and proofread, your paper properly, employ the appropriate writing strategies and adapt your writing for specific audience and purposes. You will learn to take charge of your writing and produce quality work.

ENG-102 English Composition (Adv)
Units: 3
Prerequisites: ENG-101
Lecture Hours: 15
Course Completion Hours: 90

This course is the second part of ENG-101 English Composition. In this course will help you improve your writing skills. When you complete the sequence, you'll know how to gather and organize information; draft, revise, and proofread your papers properly; employ the appropriate writing strategies and adapt your writing for specific audiences and purposes. In short, you'll know how to take charge of your writing and produce quality work.

HIS-101 U.S. History 1600-1877
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

The fabric of American history is distinguished by many major threads—territorial growth and expansion, the rise of the middle class, generations of technological innovation and economic development, and ongoing U.S. engagement with the wider world. This course incorporates these traditional narratives into a new and fresh interpretation of American history, one that includes the stories of diverse groups of people, explores expanding notions of American identity, and employs a rich mix of history and analysis. Covers from the First Founders – 1877.

HIS-102 U.S. History 1877-Present
Units: 3
Prerequisites: HIS-100
Lecture Hours: 15
Course Completion Hours: 90

This course is the second part of HIS-100. Covers from 1877-The New Millennium The fabric of American history is distinguished by many major threads—territorial growth and expansion, the rise of the middle class, generations of technological innovation and economic development, and ongoing U.S. engagement with the wider world. This course incorporates these traditional narratives into a new and fresh interpretation of American history, one that includes the stories of diverse groups of people, explores expanding notions of American identity, and employs a rich mix of history and analysis.

HLTH-101 Introduction to Health
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course combines scientifically valid research and the most current information to encourage healthy life choices. In this class we will address students' concerns and motivate them to be savvy, critical consumers of health information. It integrates mindfulness research, tools, and practices throughout, enabling students to incorporate mindfulness practices to help cut through the static of everyday life, to be more focused and present, and to improve academic performance. Also addresses difference, disparity, and health equity.

SOC-101 Introduction to Sociology
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course focuses on the relationship between social structure and agency, teaching students how the social structure of society influences individual lives and how individuals can exert agency to influence the social world. Throughout this fresh, contemporary approach to Introductory Sociology students become better sociological thinkers who can analyze how society shapes, molds, and has the power to influence people. By focusing on the related themes of social structure and agency, this course arms students with the sense that they can and will have a positive influence on the world.

MTH-101 Developmental Math and Algebra
Units: 3
Prerequisites: None
Lecture Hours: 15
Course Completion Hours: 90

This course in developmental mathematics and algebra with real-world applications demonstrate how integral mathematical understanding is to a variety of disciplines, careers, and everyday situations.

Job Classifications of the Early Childhood Development Program and SOC Codes

- Lead Teacher*** - SOC Code/25-2011
- Private School Kindergarten Teacher*** - SOC Code/25- 2012
- Lead Preschool Teacher***- SOC Code/25-2011
- Early Childhood Special Education Teacher - SOC Code/25-2051
- Lead Infant Teacher***- SOC Code/25-2011
- Preschool Substitute Teacher- SOC Code/25-3031
- Teacher's Aide*- SOC Code/25-9042
- Associate Teacher**- SOC Code/25-9042
- Cook in a Child Development Program - SOC Code/11- 9051
- Child Care Worker - SOC Code/25-2011
- Daycare Provider- SOC Code/39-9011
- Family Child Care Provider- SOC Code/39-9011
- Recreation Supervisor*- SOC Code/25-3090
- After-school Program Aide*- SOC Code/25-3090
- Lead Infant Teacher***- SOC Code/25-2011
- Cook in an After-school Program - SOC Code/11-9051
- Recreation Leader- SOC Code/25-3090
- Associate Teacher ** - SOC Code/25-9042
- Early Child Care Assistant* - SOC Code/25-9042
- Preschool Assistant* - SOC Code/25-2011
- Infant Aide* - SOC Code/25-9042
- Playground Supervisor- SOC Code/25-3090
- Preschool Director**** - SOC Code/11-9031 and/or SOC Code/11-9032
- Child Development Program Director****- SOC Code/11- 9031 and/or SOC Code/11-9032
- Infant Director*****- SOC Code/11-9031 and/or SOC Code/11-9032

- *with no units but showing enrollment in at least 3 ECE units.
- **with a total of 6 ECE units or more.
- ***with a total of 12 ECE units or more.
- ****with a total of 15 units or more (must include Administration course)
- *****with a total of 18 units or more (must include Administration and Infant course).

Notice to Prospective Degree Program Students

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one-degree program.
- Achieve accreditation candidacy or pre- accreditation, as defined in regulations, by (date two years from date of provisional approval), and full accreditation by (date five years from date of provisional approval).

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs.
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Institutional Representative Initials: _____Date: _____

Student Initials: _____Date: _____

The information contained in this catalog is true and correct in content and policy to the best of my knowledge.

Signature of the President: _____Date:_____