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WELCOME

It is a pleasure to welcome you to ChildCare Education Institute (CCEI). We are pleased you have selected CCEI as the place to continue your education and professional development. We are certain you will find CCEI to be a learning environment in which you can achieve your professional development goals. We are proud of our faculty of education coaches who have a solid reputation for teaching, scholarship, leadership, and practical experience in the field of early childhood care and education.

The purpose of this handbook is to present our outstanding programs and familiarize you with the policies and procedures that will help you meet the academic requirements of your program. The CCEI Student Handbook contains policies that have been developed by the faculty and administration to ensure that you receive the best preparation possible for your professional career and continual professional development.

We are ready to assist you in any way to ensure your progress and success as a student. You have the best wishes of all of us as you undertake your education and professional development at CCEI.

Sincerely,

Maria C. Taylor
President and Chief Executive Officer
ABOUT THIS HANDBOOK

Your Student Handbook is designed to serve as a valuable resource to assist in your progress and success in your academic program. The Handbook makes it easy to know where to go for resources and information and includes policies and procedures that are important for you to read and understand.

The CCEI Student Handbook incorporates by reference the CCEI Courses and Certificate Programs. Regulations and procedures found in these documents are considered to be part of this Handbook. Refer to the CCEI Course Catalog for more detailed information. Prior to admission to a CCEI program of study, all students must sign an acknowledgement agreeing to the content of the Student Handbook.

JURISDICTION/SUBJECT TO CHANGE

Students are responsible for understanding the contents of this Handbook. This Handbook and its contents are subject to change without notice, as CCEI deems necessary and appropriate. The handbook can be accessed at any time via http://www.cceifame.com/pdf/student_handbook.pdf. Therefore, this Handbook and descriptions contained here are not to be construed as a contract binding CCEI to any specific policies. Possible changes include, but are not limited to course of study completion requirements, admissions requirements, tuition, and fees. CCEI will provide adequate advance notice of any change. Students are responsible for accessing the handbook online in order to be made aware of any changes.
ABOUT CCEI

ChildCare Education Institute (CCEI) specializes in providing online child care training and certificates, child care registry development, and administrative solutions for the early care and education industry.

LOCATION: CCEI Headquarters is located at 3059 Peachtree Industrial Boulevard, Duluth, GA 30097.

OFFICES: The CCEI Headquarters office includes all departments - Faculty, Information Technology, Administration, Student Services, Education, Admissions, and Compliance.

BUILDING HOURS: The CCEI main administrative office business hours are from 8:00 a.m. to 5:00 p.m., EST, Monday through Friday. The student help desk is open from 8:00 a.m. to 5:00 p.m. EST. Email and message center customer support operations are available for students to send inquiries 24 hours a day, 7 days a week and are answered during administrative office hours.

CLASSROOMS: CCEI is a distance learning institution providing 100% of its programs and courses via online instruction.

RESOURCE LIBRARY: The CCEI Resource Library is located online in the CCEI LMS and contains a variety of online resources and links to other early child care related websites, resources, and online books. Students may access the Resource Library at any time by using their user name and password to log into the FAME System and clicking on the Resource Library link.

LEGAL CONTROL AND GOVERNANCE: CCEI is a Limited Liability Corporation owned by Excellence Learning Corporation. Our President & Chief Executive Officer is Maria C. Taylor, our Chief Operating Officer is Barbara Edwards, and Excellence and the Executive Chairman of the Board of Excellence is Eric Reiter.

PROGRAM OUTCOMES: For a list of CCEI program outcomes, refer to CCEI’s website at https://www.cceionline.com/student-satisfaction-scores/

ADVISORY COMMITTEE: The CCEI Advisory Committee is tasked with providing input representative of the various stakeholder groups it serves so to better align the long-term future of CCEI with the needs of the target audience. CCEI will solicit Advisory Committee advice when appropriate and consider the input provided by the Advisory Committees in decision-making including, but not limited to, recommendations on the adequacy of products, services, educational programs, curricula and course materials. The Advisory Committee includes members not otherwise employed or contracted at the institution, consisting of practitioners and employers in the field of early childhood education, including but not limited to customers, industry leaders, and state regulators. The following is a list of our current Advisory Committee members:

- Maria C. Taylor, Advisory Chair (President & CEO, CCEI)
- Dr. Valora Washington (Former CEO, Council for Professional Recognition)
- Dr. Phyllis Kalifeh (President, The Children’s Forum)
- Jaime Reckhemmer (Vice President, Education and Quality, Childcare Network)
- Jody Martin (Professional Learning Content Manager, Frogstreet)
- Margaret Gustafson (Registry Manager, CT Office of Early Childhood)
- Shelly Nye (Program Director, The Nevada Registry)
- Leslie Coleman (Director of Education, CCEI)
- Barbara Edwards (Chief Operating Officer, CCEI)
- Kimberle Collins, Advisory Committee Administrator (Director of Operations, CCEI)
VISION AND MISSION STATEMENTS

The CCEI Vision and Mission statements reflect our exclusive commitment to the child care industry, the employees within it, and the children they serve.

Vision
To foster a trusted partnership with the child care industry in our mutual commitment to the ongoing education and professional development of teachers and management staff.

Mission
To provide the child care industry with technology-driven, flexible staff training solutions, turnkey curriculum products, and customizable administrative programs, that offer a quality education experience for every student.

CCEI is committed to providing innovative programs and services that will allow early childhood professionals to get the training and professional development they need to perform their responsibilities. This will assure the safety and well-being of the children and families they assist. Courses and programs enhance and increase knowledge of appropriate practices and the latest research in the field.

ANTI-BIAS STATEMENT

It is the policy of ChildCare Education Institute (CCEI) to provide equal opportunity and fair treatment to all students and applicants without regard to race, creed, color, sex, sexual orientation, national origin, religion, age, veteran status, or disability.

ACCREDITATION, EXEMPTIONS, AND AUTHORIZATIONS

ACCREDITATION

ChildCare Education Institute (CCEI) is Accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation. Contact Information: DEAC, 1601 18th Street, N.W., Suite 2, Washington, D.C. 20009 | (202) 234-5100 | www.deac.org

CCEI is accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET) to award IACET Continuing Education Units (CEUs).

EXEMPTIONS

CCEI holds a certificate of exemption from the Georgia Nonpublic Postsecondary Education Commission, the Maryland Higher Education Commission, the State of Utah Division of Consumer Protection, the Alaska Commission on Postsecondary Education, the Colorado Division of Private Occupational Schools, and the Indiana Office for Career and Technical Schools.

AUTHORIZATIONS

CCEI holds authorization from the Texas Education Agency.
STUDENT SERVICES AND ADVISEMENT

The Student Services Department is responsible for providing advisement to Students on general administrative issues. In addition, all CCEI staff members are responsible for directing students to other departments for assistance, when necessary. The Student Services department is available 8:00 a.m. to 5:00 p.m. EST, Monday through Friday and other times by appointment. Students enrolled in certain programs of study will be assigned to a dedicated Education Coach. Education Coaches are available outside of regular hours by appointment only.

EDUCATION COACHES/FACULTY

Education coaches are available for consultation and student professional development, academic/training progress and other professional development issues for students enrolled in certificate programs of study.

EDUCATION COACH CHANGE POLICY & PROCEDURE

Any Student who has completed one unit of coursework (or the equivalent) in any program of study supported by an Education Coach (EC) is eligible to request a change in his/her EC by following the procedures outlined below. Students shall not be subject to any retaliatory action by the EC or CCEI as a result of any such request for change in an EC.

After successful completion of one unit of coursework (or the equivalent) in any EC supported program of study, a Student may complete a Request for Change of Education Coach form and submit it to the Compliance department for processing. After a careful review of all factors outlined in the request, the change will either be approved or denied within ten (10) business days and the Student will be notified by email. The Request for Change of Education Coach form can be found in the Appendix section of this Handbook and in the Student Resource Center. Any student who feels his/her request was not adequately handled may appeal the decision by filing a formal grievance (see Grievance Policy and Procedure).

LEARNING COMMUNITY

CCEI hosts an Online Discussion Forum in which students communicate with other students for advisement and support and allows for enhanced collaboration among the learners enrolled in the online certificate programs. Students participating in discussions within the learning communities must adhere to the terms and conditions and policies related thereto.

STUDENT RESOURCE CENTER

Students enrolled in a CCEI certificate course of study will have access to a Resource Center on the F.A.M.E. learning page. Once logged in, the Student will click on Resource Center from the menu of options. The Resource Center contains the Student Handbook, student forms, important information regarding the Child Development Associate Credential, as well as links to required documentation for the certificate programs. Information regarding learning strategies and tips for successful learning experiences are also presented.
REGISTRATION, ADMISSIONS, AND FINANCE

Application for one of the CCEI certificate programs must be completed through the Admissions Department. Students must complete a full application and meet all eligibility criteria. A Student will not be registered for any coursework until all admissions paperwork, including terms and agreements, have been completed, submitted and approved by the Admissions Department. Students must meet all pre-admissions requirements prior to admission and enrollment in a course of study offered by CCEI. Students intending to enroll for a given course of study are eligible to make payment of tuition and fees according to the tuition policy, anytime during CCEI operating hours.

TERMS OF ADMISSION

Admission to certificate programs offered by CCEI is not guaranteed. A full refund will be provided to potential students whose applications are rejected for failing to meet CCEI eligibility requirements.

METHODS OF COMMUNICATION

CCEI communicates with the students via email, phone, and postal mail, as well as through the course delivery system and the Online Discussion Forum. Email is the primary method of communication and the other methods are used only when an email is deemed undeliverable by the student’s internet service provider. Students must provide CCEI with valid contact information, including a valid email address prior to being accepted for enrollment. Students will not be registered in any CCEI online program without a valid email address. Students are responsible for updating their contact information, such as address, phone number and email address should it change during the course of their certificate program. This may be done by logging into the FAME system and clicking on the Edit Personal Settings link. Requests for name changes must be submitted in writing via fax, postal mail, or email to the Student Services department. All name changes will require documented proof of the change (i.e. marriage license, divorce decree, etc.)

WITHDRAWAL

Students who wish to drop from an online certificate program course of study, online professional development subscription, or professional development block hour purchase may do so by submitting a signed and dated Official Withdrawal Notification Form, via fax or postal mail, to the Accounting department. A copy of the Official Withdrawal Notification Form can be found in the Appendix section of this Handbook and in the Student Resource Center. In the event Student does not have access to an Official Withdrawal Notification Form Student may communicate their desire to withdraw by contacting a CCEI employee via phone, email, or postal mail. Such termination will be effective on the day that CCEI receives the request via phone, email, or postal mail (the “Effective Date of Termination”). All requests received by means other than an Official Withdrawal Notification form must be confirmed by a member of CCEI’s Accounting department via phone, email, or postal mail before the withdrawal will be processed. See the appropriate CCEI Refund and Withdrawal Policy for complete withdrawal instructions and procedures.
CERTIFICATE PROGRAM OF STUDY REFUND POLICY

- A Student may at any time, prior to their program end date, request withdrawal from their certificate course of study. The “Effective Date of Termination” will be the date that the student notifies CCEI, and receives a confirmation of notification, that they want to withdraw from the program. CCEI requires students to complete an Official Withdrawal Notification Form (available in the Appendix section of this Handbook and in the Student Resource Center), for withdrawal processing to occur, but the “Effective Date of Termination” will be the date of first confirmed notification. Receipt by CCEI of such Official Withdrawal Notification Form may be by means of facsimile, e-mail or postal mail. Student acknowledges that he/she is responsible for obtaining confirmation of withdrawal notification and receipt of form.

- Students who withdraw within 5 days (considered the ‘grace period’) of enrollment will receive a full refund of Tuition Cost and Application Fees.

- Students who withdraw after the grace period will be eligible for refunds based on the following chart. The chart shows the percent of Tuition Cost to which Student will be entitled based on number of days of enrollment in the Program (calculated from the Effective Date of Termination) or the percentage of completion of the coursework completed prior to the Effective Date of Termination. Such refund amount will be calculated based on the higher of percentage days completed or percentage coursework completed. (For example, if Student has been enrolled in the Program for 4% of the allowable days prior to termination and has completed 20% of the Program, the 20% figure will be used to calculate the refund. If Student has been enrolled in the Program for 30% of the allowable days and has completed 15% of the Program, the 30% figure will be used.)

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<th>GREATER OF</th>
<th>% of Program Completion</th>
<th>% of Tuition Cost Refunded or Abated</th>
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<tr>
<td>Enrollment Period</td>
<td>Less than 5%</td>
<td>95%</td>
</tr>
<tr>
<td>Less than 5% of allowable days</td>
<td>5-10%</td>
<td>90%</td>
</tr>
<tr>
<td>5-10% of allowable days</td>
<td>10-25%</td>
<td>75%</td>
</tr>
<tr>
<td>10-25% of allowable days</td>
<td>26-50%</td>
<td>50%</td>
</tr>
<tr>
<td>26-50% of allowable days</td>
<td>Over 50%</td>
<td>0%</td>
</tr>
<tr>
<td>Over 50% of allowable days</td>
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- CCEI will refund any Tuition Costs to which Student is entitled and for which it has received payment from student within 30 days from the receipt of the Official Withdrawal Notification Form.

- If Student is unable to complete a Program because of a cancellation or material change in the Program by CCEI, CCEI will use reasonable efforts to make accommodation to allow Student to complete the Program. If CCEI is unable to provide a means for of the Program to Student, then within 30 days of the date of determination by CCEI that it will be unable to allow Student to complete the Program, CCEI will refund all Program Costs it has received from Student.
PROFESSIONAL DEVELOPMENT PROGRAMS REFUND POLICY

ChildCare Education Institute (CCEI) has established the following refund policy for Online Professional Development Courses, Block Hours and Individual and Center Based Subscriptions:

- Professional development courses, block hour purchases, and subscriptions (individual or center-based) are eligible for refunds within five (5) days of purchase IF no courses have been accessed. Otherwise, no refunds will be issued.
- Any violation of the F.A.M.E. or Subscription Terms and Agreement will result in immediate cancellation access and no refunds will be given.

PINNACLE CURRICULUM REFUND POLICY

ChildCare Education Institute (CCEI) has established the following refund policy for Pinnacle Curriculum Products:

Pinnacle Curriculum customers may request refunds for Pinnacle products, for up to five (5) days after receipt of the product. Only Pinnacle products that are in new, unopened condition are eligible to receive a refund. A 10% restocking fee applies to all eligible Pinnacle returns

SCHOLARSHIP AVAILABILITY

A listing of current scholarship opportunities and application requirements can be found on the CCEI website at www.cceionline.edu. Students may also contact the Admissions Department for further information. CCEI is not the administrator of the scholarship programs and does not make the final decision with regard to scholarship eligibility or award.

TECHNOLOGY REQUIREMENTS

To complete CCEI courses and programs of study, students must have access to a computer and printer, must have a valid email address, and must have access to the Internet through a CCEI supported JavaScript enabled web browser (i.e. Internet Explorer, Mozilla Firefox, Google Chrome, etc.)
Your privacy is important to us. This policy explains our online information practices and the ways in which your information is collected and used. It is available throughout this Web site. In your continued use of cceionline.edu, cceifame.com, headstarttrainingonline.com and registryone.org, you are accepting the practices described in this Privacy Policy, and your continued use of this site following the posting of any amendment to this policy shall constitute your acceptance thereof.

Privacy
This policy applies to all information collected or submitted on websites operated by ChildCare Education Institute, as listed above. In some instances, you can order products, make requests, register to receive materials or take courses. In other instances, you can submit information about other people. For example, if you have a friend or family member to whom you would like ChildCare Education Institute to send information, you can submit the recipient’s contact information.

Information Storage
We collect non-personally identifiable information about you in a number of ways, including tracking your activities through your IP address, computer settings, or most-recently visited URL. We may also ask you to provide certain non-personally identifiable information about yourself, such as your age, household income, buying preferences, etc. We do not collect any personally identifiable information about you unless you voluntarily submit such information to us, by, for example, filling out a registration form. We store all information that you enter into our Web site or sites or provide to us in any other form. Some of the types of personal information we might collect and store are your:

- Name
- Address
- Email address
- Phone number
- Home addresses

You may choose not to provide specific types of information but choosing to do so might prevent you from accessing some of our features.

Information Use
Personal student information provided to CCEI and in conjunction with use of CCEI services is used solely for the purpose of administering Services as outlined under this Acknowledgment and in connection with reporting to state and federal agencies or workforce registries. We use information that you might provide about others only to send information and to confirm delivery. We do not share this information with parties other than our strategic partners, except to the extent necessary to complete the order process. In cases in which information is shared with our strategic partners, our partnership agreement explicitly prohibits the exchange or sale of your information with parties outside of the partnership. Additionally, any material or information sent to you will pertain to an area of related interest. You can register with our Web site if you would like to receive our course catalog and updates on our new classes and services. Information you submit on our Web site will not be used for this purpose unless you fill out the registration form. We also use non-identifying and aggregate information to share with advertisers. For example, we might tell an advertiser that a certain number of individuals visited a certain area on our Web site, or that a certain number of men and a certain number of women filled out our registration form, but we would not disclose any information that could be used to identify those individuals.
We may also use information to deliver information about our company and promotional material from some of our partners, trend analysis, pattern detection, and site administration. Your information may also be used to contact you when necessary and may be shared with other companies that may want to contact you with offers consistent with your stated preferences. Users may opt-out of receiving future mailings from us and other entities by following the instructions set forth in the opt-out section below. We never use or share the personally identifiable information provided to us online in ways unrelated to the ones described above without also providing you with an opportunity to refuse or otherwise prohibit such unrelated uses.

**Data Security**

To prevent unauthorized access, maintain data accuracy, and ensure the correct use of information, we use appropriate industry standard security measures, including physical, electronic, and managerial procedures, to safeguard and secure the information we collect online. While there is no such thing as “perfect security” on the Internet, we will take all reasonable steps to ensure the safety of your personal information.

**Cookies**

A “cookie” is information that is stored on your computer that helps us to identify you as a previously registered user or visitor of our site, which helps to personalize your experience or provide features. Cookies do not spy on you or otherwise invade your privacy, and they cannot invade your hard drive and steal information. Rather, they help you navigate a Web site as easily as possible. If you prefer not to receive cookies and to remove the feature that allows you to receive them, you can use the Help feature of your Browser to modify your preferences. However, deleting and prohibiting cookies may prevent the Web site from operating correctly and may affect your experience on the Web site. We use your IP Address to help diagnose problems with our server, and to administer our Web site.

**Other Web Sites; Links**

Our Web site contains links to other Web sites. ChildCare Education Institute is not responsible for the privacy practices or the content of such Web sites.

**Privacy Policy Changes**

This Privacy Policy will change periodically as we continue to grow, so be sure to review it often to ensure that you understand it thoroughly. All changes to the Privacy Policy, including those that affect how personal information is used, will be posted in this policy for your review.

**Information Updates**

You can access all personally identifiable information that we collect online and maintain by email at questions@cceionline.edu or by phone during normal business hours at 1.800.499.9907. We use this procedure to safeguard your information. To the extent that the information you provide us is also stored in other databases, we cannot always ensure that such corrections or deletions will reach the other databases. We will use all reasonable efforts to ensure that your information is removed from or corrected in our records. You can correct factual errors in your personally identifiable information by sending us a request that credibly shows error. To protect your privacy and security, we will also take reasonable steps to verify your identity before granting access or making corrections.

**Choice / Opt-Out**

You may opt-out of receiving communications from our partners, and from us, by the either sending us an e-mail to questions@cceionline.edu or calling us during normal business hours at 1.800.499.9907.
CCEI PRIVACY POLICY, CONFIDENTIALITY AND INFORMATION RELEASE (continued)

Public Forums
This site makes chat rooms, forums, message boards, and/or news groups available to its users. Please remember that any information that is disclosed in these areas becomes public information. ChildCare Education Institute is not responsible for the privacy of such information disclosed in those locations, so you should exercise caution when deciding to disclose your personal information in those locations.

Contact Us
If you have questions or concerns about our Privacy Policy, the practices of this site, or your dealings with this site, please call us at 800.499.9907 or send us an email.

MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

It is the policy of CCEI not to release educational or financial information to anyone other than the student if the student is age 18 or older. For students under the age of 18, the educational and financial information can be released to the student and/or the student’s parent or guardian.

In order for CCEI to release information to anyone other than the student (parent/guardian if student is under 18), CCEI must have written consent from the student (parent/guardian if under age 18) to do so. The student (or parent/guardian if student is under age 18) must complete an Authorization to Release Information form.

CCEI’s policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records. This includes the following.

1. The right to inspect and review the student's education records within 45 days of the day CCEI receives a request for access
2. The right to request the amendment of the student's education records that the student believes are inaccurate
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 consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, CCEI may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
4. The right to file a complaint with the US Department of Education concerning alleged failure by CCEI to comply with the requirements of FERPA.

At its discretion, CCEI may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying CCEI Compliance in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.
AUTHORIZATION TO RELEASE INFORMATION

We respect your privacy. Personal information provided to ChildCare Education Institute is used solely for the purpose of administering online certificate and professional development programs as outlined in your Terms and Agreements and in connection with reporting to state and federal agencies.

CCEI will not share any information about you or your certificate or professional development programs of study with anyone without a completed and signed CCEI Authorization to Release Information form. The CCEI Authorization to Release Information form can be found in the Appendix section of this handbook and in the Student Resource Center.

TRANSCRIPT REQUESTS

Requests for transcripts are made to the Compliance Department. The Family Education Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the student. Telephone requests for transcripts cannot be processed. Requests submitted by fax or mail must include the student’s name, contact information, certificate program, dates of attendance, address where transcripts are to be sent, method of payment and signature. The request will be processed within ten (10) business days. The Department will release transcripts only when students have met all of their financial obligations to CCEI. CCEI charges a transcript fee of $25.00 for the first copy and $5.00 for each additional copy requested at the same time. CCEI provides a Transcript Request Form, which can be found in the Appendix section of this Handbook and in the Student Resource Center.

ENROLLMENT VERIFICATION

Students may obtain a letter from the Compliance department verifying their enrollment as documentation for student discounts, insurance, loan deferments, or other purposes. The Student must submit a request to the Compliance department by email to compliance@cceionline.edu. The request will be processed within ten (10) business days. The Department will release enrollment verifications only when students have met all of their financial obligations to CCEI.
GENERAL INFORMATION

BOOK PURCHASE

Books for CCEI Course of Study Programs may be purchased online at eCampus.com by clicking on the Buy Textbooks link on the F.A.M.E learning page. Book fees are the responsibility of the student and are not included in the program’s certificate tuition or registration fee. Please refer to the Tuition and Fee Schedule for approximate book costs.

TRANSFER OF CREDIT AND PROFESSIONAL DEVELOPMENT COURSES POLICY

CCEI is non-degree granting institution and does not award college credit. Coursework completed outside of CCEI will not be accepted for articulation or transfer credit. The acceptance of CCEI training for transfer or articulated credit at other institutions of higher learning is determined by the receiving institution.

Students who have completed professional development courses with CCEI may be able to transfer those courses into a certificate course of study. The professional development courses must be a requirement of the certificate course of study and must have been successfully completed at CCEI within the past two (2) years. There is no financial credit given for courses transferred, only academic credit. Students must submit a completed Transfer of Professional Development Courses request to CCEI’s Compliance department for review and approval.

PROFESSIONAL ASSOCIATIONS/REFERRAL SERVICES

CCEI encourages students to join professional organizations representing the Student’s chosen career path, such as NAEYC, NHSA, ACEI and FACCM, as well as various other associations dedicated to early learning and child care professionals.

AWARDING OF CERTIFICATES

Upon successful completion of a Certificate Course of Study, the Student shall receive an official transcript and certificate of completion. Students will not be awarded the certificate and transcripts until all coursework and financial obligations have been met, any required documentation has been submitted, the final examination has been successfully completed with a minimum score of 70%, and a successful audit of the student’s academic file has been conducted. Students should allow up to 10 business days from their date of completion for official certificates and transcripts to be mailed.

CCEI does not award the CDA Credential. CDA Credentialing is administered by the Council for Professional Recognition. All questions regarding the CDA Credential should be directed to the Council for Professional Recognition at (800) 424-4310 or online at www.cdacouncil.org.
GRIEVANCE POLICY AND PROCEDURE

CCEI is concerned with the prompt and fair resolution of the concerns of students. Students are encouraged to express their concerns according to the procedures outlined in this grievance policy and shall not be adversely affected in any way as a result of using these procedures, nor shall any retaliatory actions be taken against a student initiating these procedures.

PROCEDURE FOR GRIEVANCE

Students are encouraged to make every attempt to resolve their concerns directly with the source of their grievance. In the event a resolution cannot be obtained, the following steps should be exercised for the expedient resolution of the grievance.

Students must express their grievance in writing within ten (10) business days of the alleged event by completing the Student Grievance Form and submitting it to the Compliance Coordinator. The Student Grievance Form can be found in the Appendix section of the Student Handbook. The Compliance Coordinator will initiate contact with the student within three (3) business days in an attempt to facilitate a resolution through discussion with the parties concerned.

If resolution cannot be obtained by the Compliance Coordinator, the grievance will be forwarded to the Director of Operations for review and a decision will be rendered within (2) two weeks. The Director of Operations will review all documentation related to prior attempts at resolution and render a decision for resolution.

If resolution cannot be obtained by the Director of Operations, the grievance will be forwarded to the President and CEO for review and a decision will be rendered within (2) two weeks. The President and CEO will review all documentation related to prior attempts at resolution and render a decision for resolution. This decision will be considered final at the institutional level.

Students who are not in agreement with the President and CEO’s decision have the right to submit their grievance in writing to the Georgia Nonpublic Postsecondary Education Commission (NPEC) or by submitting a DEAC Complaint Submission Form (online) to the Distance Education Accrediting Council (DEAC).

Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084
(770) 414-3300
www.gnpec.org

Distance Education Accrediting Commission
1601 18th Street, N.W., Suite 2
Washington, D.C. 20009
(202) 234-5100
www.deac.org

The DEAC Online Complaint Submission Form can be found here.
STUDENT IDENTITY VERIFICATION POLICY

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, ChildCare Education Institute (CCEI) has established and will periodically evaluate its process to confirm that a person who has accepted admission to CCEI is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. The HEOA requires that institutions offering distance education courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations;
- New or other technologies and practices that are effective in verifying student identification.

Compliance:

Secure Login and Password: The F.A.M.E. system is CCEI’s learning management system. Each student at CCEI has an account in the system with unique log in and password credentials. An account is given to an individual for the exclusive use by that individual. Students are responsible for providing their complete and true identity information in any identification verification process. It is against policy for a user to give someone his or her password or to allow others to use his or her account. All users of the learning management system are responsible for maintaining the security of their access credentials. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. Personally identifiable information collected by CCEI may be used, at CCEI's discretion, as the basis for identity verification. For instance, a student requesting that their learning management system password be reset may be asked to provide two or more pieces of information for comparison with data on file.

Responsibilities:

All users of the learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are responsible for all activity on their accounts. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the learning management system as well as the Student Handbook. Failure to read guidelines, requirements and regulations will not exempt users from responsibility.

As technology and personal accountability are not absolute in determining a student’s identity, CCEI faculty members are required to report any suspected academic integrity issue to management. Changes in student behavior such as sudden shifts in academic performance or changes in writing style or language used in discussion groups, email or assignments may indicate academic integrity problems.
GENERAL INFORMATION (continued)

ACADEMIC HONESTY AND INTEGRITY POLICY

ChildCare Education Institute (CCEI) requires that all students adhere to high standards of integrity and maintain academic honesty. CCEI will neither condone nor accept such activities as plagiarism or cheating. Each student must submit their own work and properly cite and reference the work of others. Cheating includes submitting someone else’s work as your own and/or allowing someone to copy your work. Cheating also includes the falsification of documents.

Plagiarism is a serious offense and includes using another’s words or ideas without acknowledging or referencing the source of the information.

CCEI reserves the right to withdraw any student from any certificate course of study program for violating the Academic Honesty and Integrity Policy and will do so according to the following procedure.

ACADEMIC HONESTY AND INTEGRITY VIOLATION PROCEDURE

Anyone who suspects a student has violated the Academic Honesty and Integrity Policy must complete and sign a Violation of Academic Honesty and Integrity form and submit it to the Director of Compliance to begin the investigation process. Specific details outlining the suspected violation must be included. The identified student will be notified in writing within one (1) business day of receipt of the Violation of Academic Honesty and Integrity form and an investigation will be launched to determine the validity of the violation. All coursework will be put on suspension pending the outcome of the investigation.

After a complete investigation, any student found in violation of the Academic Honesty and Integrity Policy may be placed on Academic Probation or withdrawn from their certificate course of study. A student placed on Academic Probation will remain in that status for a minimum of six (6) months. If a student completes their certificate course of study prior to the completion of their six (6) month probationary period and enrolls in another certificate course of study, whatever length of time is remaining at the end of the previous course of study will roll over into the new course of study.

The Violation of Academic Honesty and Integrity form must be approved and signed by the Director of Operations and will be filed in the student's permanent record.

Any student found in violation of the Academic Honesty and Integrity Policy may appeal the decision by filing a formal grievance (see Grievance Policy and Procedure).
SATISFACTORY ACADEMIC PROGRESS

Program Deadline and Extension: Students are given a specified amount of time to complete their certificate program of study. Each student is required to sign an Acknowledgment with the terms and conditions relating to his/her selected certificate program or course of study.

All program requirements are to be satisfied by the student’s program deadline date, which can be found on the student’s home page of their certificate program. This includes all coursework and course work revisions, submitting required documentation (i.e. high school diploma, observation forms, etc.), and the end of program exam. The end of program exam is only available to students after all coursework requirements are satisfied. Students must allow two (2) business days for applicable courses to be graded. It is recommended that all courses be submitted at least seven (7) business days before the student’s deadline to allow time for grading, revision submissions and re-grading. It is the student’s responsibility to manage their time appropriately to allow for completion of all course elements. CCEI allows a maximum of six (6) courses per day to be completed. Extensions will not be granted for time management issues.

Should the Student fail to meet the program deadline as outlined in such Acknowledgment, the Student’s enrollment in the applicable program will be terminated and no completion certificate shall be issued.

STUDENT CONDUCT POLICY

Appropriate Communications
CCEI considers its students to be emerging professionals who are seeking intellectual and personal growth to meet career demands. CCEI therefore deems it important that students find opportunities to safely interact with other CCEI students, Education Coaches, and staff members to develop the skills and attitudes expected in the workplace, including, for example, respect for diverse individuals and ideas. Some student behaviors frustrate these goals, including identity misrepresentation, harassment, and inappropriate use of technology. These behaviors are defined below, and the rules regarding appropriate conduct are outlined.

- **Misrepresentation** - Academic misconduct involving representing someone else’s work or identity as your own. **Rule:** Students must be honest and truthful in all respects of their participation at CCEI. Students should represent themselves and their identities accurately and complete their own work.

- **Harassment** - The use of words, gestures, imagery, and other communication that creates a hostile and intimidating environment to the degree that other CCEI students, mentors, or staff members would choose not to participate in communications, programs, or activities. **Rule:** Students have an obligation to treat other CCEI students, Education Coaches, staff, and associates with courtesy and respect. Students may not harass, stalk, threaten, abuse, insult, or humiliate any student, Education Coach, or CCEI staff member or associate by any means. This includes, but is not limited to, the use of profanity, demeaning or intimidating comments, and unwanted personal or sexual advances. CCEI does not tolerate harassment in any form (conduct, speech, written notes, electronic mail, etc.) All alleged violations of this rule will receive swift CCEI consideration and response. Harassment may be cause for expulsion and referral to legal process.
GENERAL INFORMATION (continued)

- **Inappropriate Use of Technology** - Unauthorized use of e-mail, database, and other systems to obtain or disclose the personal details of another CCEI student, Education Coach, or staff member. Abuse of CCEI communications systems and other electronic resources, such as learning resources (Abuses include but are not limited to unauthorized entry into, use or transfer of, or tampering with the communications of others; interference with the work of others and with the operation of computer and electronic communications systems; and copyright infringement, e.g., the file sharing of copyrighted materials.) **Rule:** Members of an academic community interact in a variety of ways (phone, e-mail, etc.). CCEI students are required to respect the privacy and property interests involved in these interactions. This includes the privacy of other students, Education Coaches, and CCEI staff as well as the integrity of CCEI’s communication systems, intellectual property, and licensed materials. CCEI resources, including e-mail, private websites, and licensed learning materials, should only be used by CCEI students for academic purposes in an ethical, responsible, and respectful manner.

**Filing and Investigation of Complaints**

Most conduct violation cases begin with a complaint alleging that a student has violated one or more sections of this Student Conduct Policy. Any CCEI student, Education Coach, or staff member may file a complaint with CCEI’s Director of Operations.

CCEI’s Director of Operations will conduct an investigation of complaints or reports of misconduct and determine whether sufficient evidence exists to pursue charges against the accused student. If it is determined that sufficient evidence exists to pursue charges against the accused student, CCEI’s Director of Operations will send a written notice of charges to the accused student and initiate the disciplinary process described in the “Disciplinary Process and Sanctions” section of this policy.

**Disciplinary Process and Sanctions**

All alleged violations of the rules set forth in this Student Conduct Policy will receive swift CCEI consideration and may result in disciplinary action and referral to legal process. In instances where violations are supported by sufficient evidence, one of the following actions will be taken:

- **Level 1: Warning.** A student who violates one or more sections of this Student Conduct Policy will be warned via e-mail of the concern after the first occurrence. This message will originate from CCEI’s Director of Operations and will become part of the student’s disciplinary and academic records. The student will be provided an opportunity to demonstrate satisfactory improvement in the area of the violation. If the violation is repeated, the student will be subject to further disciplinary process.

- **Level 2: Disciplinary Probation.** A student who violates the rules contained in this Student Conduct Policy a second time may be placed on disciplinary probation by CCEI’s Director of Operations. Disciplinary probation is a status imposed which requires a student to demonstrate conduct that conforms to the CCEI Student Conduct Policy. An improvement plan will be provided that addresses the area of concern and provides the student with a directed opportunity to improve in that area.

A student placed on probationary status will be notified via e-mail of the status within 14 days of the concern being filed with the CCEI Director of Operations. Misconduct occurring during the probationary period or violation of any conditions of the probation may result in further disciplinary action, including program suspension or expulsion.
• **Level 3: Further Disciplinary Action.** On the third code violation or on any egregious policy violation, the student will be referred for further disciplinary action to the CCEI Academic Standards Committee in a formal hearing. The accused student will be notified of the date and time of the hearing at least five (5) business days prior to the scheduled hearing and may attend the hearing to provide any exculpatory evidence or mitigating information. CCEI shall bear the burden of proving the charges by a preponderance of evidence (i.e., “more likely than not”).

At the conclusion of the hearing, the committee may request additional information from the accused student (resulting in a postponement of the hearing for no more than 2 weeks) or take one of the following actions based on the nature of the violation and sufficiency of evidence:

- Dismissal of charges
- Granting of conditional continuation for the student in his or her academic program with required improvement plan and/or loss of privileges
- Disciplinary probation (described above)
- Suspension from their CCEI program of study (termination of student status for a specified period of time with later reinstatement, dependent upon the student’s compliance with all conditions imposed as part of the suspension)
- Expulsion from CCEI.

The student will be notified of the committee’s decision within three (3) business days of the conclusion of the hearing. The committee’s decision may be appealed by submitting to the CCEI Grievance Policy and Procedure.

Please note that students who are suspended or expelled from CCEI as a result of violating the CCEI Student Conduct Policy forfeit their rights under the CCEI Certificate Program Drop/Refund Policy and are not eligible for any refund on their certificate program of study.

**EXTENSION POLICY**

Any student that has been enrolled in a certificate course of study for at least 50% of the allotted time (i.e. CDA for 6 months, Director’s Certificate for 3 months) may request a maximum of six (6) continuous weeks of extension to coursework deadline by following the procedure outlined below. A student may not request more than one extension per certificate program and application for an extension is restricted to the following qualifying events:

(a) the birth of the child of the student;
(b) the placement of a child with the student for adoption;
(c) a serious health condition of the student’s child, spouse, parent or spouse’s parent necessitating the student’s presence; or
(d) a serious health condition of the student which renders him/her unable to participate in his/her coursework.
GENERAL INFORMATION (continued)

EXTENSION PROCEDURE

In order to request an extension, students must complete the Extension Request form and submit it via mail or fax, along with documentation substantiating the student’s request, within 14 days of the qualifying event, to the Compliance department for processing. Students will only be allowed one (1) Leave of Absence per course of study. The Extension Request Form can be found in the Appendix section of this Handbook and in the Student Resource Center.

All extension requests must be approved by the Compliance Coordinator. Students will be notified of the decision to approve or deny their request within seven (7) business days of the receipt of the completed request form. CCEI reserves the right to deny a student's request for an extension based on the student's performance and history in the certificate program or failure to provide evidence of meeting the condition for leave. Any student who has been denied a request for an extension may appeal the decision by filing a formal grievance (see Grievance Policy and Procedure).

REINSTATEMENT PROCEDURE

If a student does not complete their certificate program of study within the allotted amount of time, they may be eligible for reinstatement. The following eligibility provisions apply to all requests for reinstatement:

- Students must have completed a minimum of 25% of their certificate program of study to be eligible for reinstatement consideration.
- Students will only be allowed one reinstatement per certificate program of study.
- Requests to reinstatement must be submitted to CCEI Compliance within six months of the original certificate program deadline.
- Students can only reinstate certificate programs that are active at the time of reinstatement. If a CCEI certificate program has been deprecated at the time of reinstatement, the student will not be eligible for reinstatement.

Students interested in reinstatement must complete a Request for Reinstatement Form and submit it via mail or fax to the CCEI Compliance Department. The Request for Reinstatement Form can be found in the Appendix section of this handbook and in the Student Resource Center. All reinstatements will be subject to a reinstatement fee based on the percentage of course completion at the time of the request.

Once the completed form has been submitted, the student’s academic records will be reviewed and a decision will be made within ten (10) business days. If all eligibility requirements are met, the student will be emailed an Offer of Reinstatement. The cost for reinstatement and time frame given to complete the program will be determined by reviewing the amount of remaining coursework and specified in the Offer of Reinstatement. The Offer of Reinstatement must be signed by the student and returned to the CCEI Compliance Department with payment (if applicable).

No refunds will be given for any monies paid for reinstatement. In the event the student does not complete the coursework in the amount of time specified in their Offer of Reinstatement, no Certificate of Completion will be issued.
GRADING GUIDELINES

CCEI courses have a competency basis. Students review a portion of the coursework and are then given an opportunity to demonstrate retention of the information by answering a course embedded multiple choice question based on the previously viewed materials. If students provide the correct answer to the question, they are able to proceed with the next portion of the course. If students provide an incorrect answer to the question, the system automatically reverts back through the previous portion of the content for students to review. Students are given an opportunity to answer the question again. If the question is answered correctly, students proceed forward in the course, if students are still unable to answer the question correctly, the system automatically reverts back through the materials again and the process is repeated until students provide the correct response to the question.

For essay questions and practical application exercises that faculty review, a general rubric is provided with guidelines for grading. These guidelines are used to ensure that the acceptance and approval of student responses is fair and consistent. If the responses are acceptable per the course rubric, the faculty member checks the course as complete. If the response received from the student is not acceptable, the course is marked “Submit (Allow for Correction)” and sent back to the student, via the CCEI LMS, with comments on what the student needs to review to resubmit as a satisfactory response.

End of course and final examinations are automatically made available to students via the CCEI LMS, upon completion of required coursework. Exams are presented question by question and must be completed in one sitting for the answers to register.

Grading of examinations is done automatically and immediately upon completion of the exam via the F.A.M.E. LMS. Answers submitted to examination questions are immediately placed in a MS-SQL database. Based on the student’s program of study, the data stored upon submission of the examination is automatically evaluated by the LMS to determine if the answers submitted match the correct answers stored in the database. Students are notified of their examination scores immediately. Students are required to achieve a minimum score of 70% or better to successfully pass all examinations and complete the program of study.

All course examinations captured by the LMS are logged, attached to the student’s record, and stored in the database. Electronic copies of all examination attempts, including exam submissions that do not meet the minimum score, are stored so the information can be retrieved for reporting purposes. The data, stored upon the submission of an examination, is able to be queried to return detailed data at the exam and student levels including, but not limited to:

- When the student took the examination
- Which program the exam was associated with
- Exam questions the student was asked
- Responses to the respective questions asked
- Which of the responses for each of the questions is correct
- Which responses the student chose for each question
- Total number of questions
- Total number of questions answered correctly
FACULTY DESCRIPTIONS

CORE FACULTY

CCEI has a highly experienced core faculty with extensive backgrounds in their respective fields. Core faculty members also have training and experience in child development theories, curriculum, and child care operations.

Kathy Stegenga
Education Coach

Kathy Stegenga started her career as an Education Coach with ChildCare Education Institute in December 2010 with the primary responsibility of leadership and support of CCEI’s English speaking students.

Kathy has worked in the child care industry as a director, teacher, and quality control inspector for a national franchise. It is her desire to assist early child care educators obtain the professional development required to ensure their success and provide a quality educational program for young children.

Kathy holds a Bachelor of Arts in Psychology with a minor in Family and Child Development from Auburn University. She is married and has three sons. As the mother of three boys, she enjoys watching her sons compete in sporting events. In her spare time, she enjoys going to the movies, spa, or dining out with friends and family.

Laura Hamilton
Bi-Lingual Education Coach

Laura Hamilton started her career as an Education Coach with ChildCare Education Institute in July of 2007 with the primary responsibility of leadership and support of both English and Spanish speaking CCEI students. Laura is now the Student Services Manager and continues to support a bilingual caseload.

Laura has extensive teaching experience with all ages, specifically early childhood. She was most recently a student teacher in a pre-kindergarten classroom at a local school for the deaf. Laura also worked at a bilingual school in San Pedro Sula, Honduras from 1999 to 2000 where she taught English to students, grades kindergarten through nine, and mentored parents on communicating using the English language.

Laura is a graduate of Georgia State University with a Bachelor of Interdisciplinary Studies degree in Language Studies/Applied Linguistics and a Master of Education degree in Multiple/Severe Disabilities with a concentration in Deaf Education. Her studies included working with all ages within the Deaf community and she communicates in Spanish, French, Italian, Portuguese and American Sign Language. She and her husband have two sons.
## CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY

The following is a list of CCEI’s Non-degree Certificate Programs of Study. Information can also be found on CCEI's website at [www.cceionline.edu](http://www.cceionline.edu).

1. Basic Center Management Certificate  
2. Basic Principles of Child Development Certificate  
3. Budgeting and Risk Management Certificate  
4. CCDBG Health & Safety Training for ECE Professionals in Nevada  
5. CDA Credential Renewal Certificate – Family Child Care – Spanish  
7. CDA Credential Renewal Certificate – Preschool – Spanish  
8. CDA Renewal Certificate - Family Child Care  
9. CDA Renewal Certificate - Infant/Toddler  
10. CDA Renewal Certificate - Preschool  
11. Director Certificate  
12. Director's Certificate Renewal  
13. Diversity and Multiculturalism Certificate  
14. Early Childhood Credential  
15. Florida Child Care Professional Credential (FCCPC) – Spanish  
16. Florida Child Care Professional Credential (FCCPC) Certificate  
17. Florida Child Care Professional Credential (FCCPC) Renewal Certificate  
18. Florida Child Care Professional Credential (FCCPC) Renewal Certificate – Spanish  
19. Florida Child Care Professional Credential (FCCPC) School Age Certificate  
20. Florida Director's Credential Renewal Certificate Program  
21. Georgia Director Certificate  
22. Health and Hygiene Certificate  
23. Inclusion and Special Needs Certificate  
24. Infant-Toddler Certificate  
25. Infant-Toddler Orientation Certificate  
26. Instructor-Supported CDA Certificate (English)  
27. Instructor-Supported CDA Certificate (Spanish)  
28. Mandated Reporter Certificate  
29. Marketing, Outreach, and Customer Care Certificate  
30. NECPA National Administrator Credential (NAC) Certificate  
31. Oklahoma Health and Safety Pre-Service Certificate  
32. Positive Guidance Certificate  
33. Self-Study CDA Certificate Program  
34. Staff Leadership Certificate  
35. Texas Director Certificate  
36. Texas Director Certificate Renewal
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Basic Center Management Certificate
CCEI's Basic Center Management Certificate introduces participants to the basic elements of child care center management, including developing and upholding a program philosophy and mission, hiring and retention of qualified staff, marketing, customer service, and basic legal issues.

Program Objectives:
- Identify key considerations for developing a child care center philosophy and mission statement
- Define organizational structure and organizational culture
- Identify areas of focus to achieve a culture of improvement
- Identify common personnel policy areas
- Identify effective assessment tools in the early childhood environment
- Identify effective marketing tools for child care centers
- Identify strategies for improving public relations and family communications
- Identify key aspects of federal civil rights legislation, labor laws, and other legal matters related to employment and business operations
- Identify key elements of time management
- Evaluate forms, documentation, and record-keeping practices in a child care center

Basic Principles of Child Development Certificate
CCEI's Basic Principles of Child Development Certificate program provides fundamental information on developmental characteristics and childhood milestones in various age ranges. This program also provides foundational information on prominent early childhood development theorists, including Piaget, Freud, Erikson, and others. Note: To successfully complete this program, participants must conduct independent research and develop short, original written reports and short-answer essays.

Program Objectives:
- Identify childhood development milestones and characteristics for children ages birth to five years across all developmental domains (physical, cognitive, emotional and social)
- Identify recommended practices and strategies for promoting development across all domains
- Identify basic stages and other principles of childhood development
- Identify major theories and works of prominent early childhood theorists including Piaget
- Demonstrate ability to conduct independent research in the field of early childhood development
- Write and reflect on the works of a variety of influential early childhood development theorists
Budgeting and Risk Management Certificate
CCEI’s Budgeting and Risk Management Certificate provides a detailed summary of recommended practices and strategies for developing and maintaining an effective budget for a child care center. Participants will learn about the parts of a daycare center operating budget, conventional accounting practices, conducting a cost-benefit analysis, increasing revenue, and cutting unnecessary costs, as well as managing risks and liabilities.

Program Objectives:
- Identify key elements of a child care center operating budget and other types of budgets
- Identify major resources needed to operate a child care program
- Identify common sources of revenue for child care centers
- Identify common budgetary mistakes in the child care industry
- Identify key phases in the daycare budget development process, including scheduling and other organizational issues
- Demonstrate knowledge about developing a fee structure and increasing revenue for a child care center
- Demonstrate the ability to conduct a cost-benefit analysis
- Evaluate the risk management policies and practices at a child care center
- Identify and analyze center procedures for developing risk management policies and training employees

CCDBG Health & Safety Training for ECE Professionals in Nevada
CCEI’s CCDBG Health & Safety Training for ECE Professionals in Nevada Certificate program is designed to help members of the early childhood education (ECE) workforce establish practices that protect the health and safety of every child in their care, in ordinance with The Child Care and Development Block Grant Act of 2014 (CCDBG). The certificate provides both practical strategies that can be implemented immediately as well as program policy requirements and recommendations that will ensure a continued focus on health and safety. In addition to learning specific standards contained in the Nevada child care regulations, the certificate also introduces recommendations for creating a health and safety checklist from numerous, reputable, national resources focused on the establishment of health and safety practices in early learning environments.

Completion of this course satisfies the Nevada child care licensing requirements for emergency preparedness, building and physical premises safety, medication administration, shaken baby syndrome and transportation safety. All other required initial training (CPR, first aid, signs and symptoms of illness, child abuse and neglect and wellness) must be completed separately.
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Program Objectives:
- Identify required standards and recommended health and safety training practices related to the administration of medication
- Recognize steps to for emergency preparedness due to food and allergic reactions
- Recall required standards and recommended practices in maintaining building and physical premises safety
- Identify actions that must be taken to prevent shaken baby syndrome and abusive head trauma
- Name required standards and recommended practices related to emergency preparedness and response planning
- Identify required standards and recommended best practices for the handling and storage of hazardous materials and the appropriate disposal of bio-contaminants
- Recall required standards and recommended practices designed to ensure the safety of children during transportation and field trips
- Recognize signs of abuse and neglect and the responsibilities of mandated reporters

CDA Credential Renewal Certificate - Family Child Care (English & Spanish)
CCEI's Family Child Care CDA Certificate Renewal program of study is designed to provide the 45 clock hours of professional development required by The Council for Professional Recognition in order to renew the National CDA Credential with a Family Child Care age setting.

Program Objectives:
- Define the requirements to establish and maintain a safe, healthy learning environment for young children
- Identify the components to advance the physical, cognitive, communicative and creative development of young children
- Define positive guidance techniques to support appropriate social and emotional development of young children
- List the guidelines to establish productive relationships with families
- Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
- Identify the requirements to maintain a commitment to professionalism
- Understand and define techniques for social development in early childhood education
CDA Credential Renewal Certificate – Infant Toddler (English & Spanish)
CCEI’s Infant-Toddler CDA Credential Renewal Certificate program of study is designed to provide the 45 clock hours of professional development required by The Council for Professional Recognition in order to renew the National CDA Credential with an Infant-Toddler age setting.

Program Objectives
• Define the requirements to establish and maintain a safe, healthy learning environment for infant and toddler care training
• Identify the components to advance the physical, cognitive, communicative and creative development of infants and toddlers
• Define positive guidance techniques to support appropriate social and emotional development of infants and toddlers
• List the guidelines to establish productive relationships with families
• Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
• Identify the requirements to maintain a commitment to professionalism

CDA Credential Renewal Certificate – Preschool (English & Spanish)
CCEI’s Preschool CDA Certificate Renewal program of study is designed to provide the 45 clock hours of professional development required by The Council for Professional Recognition in order to renew the National CDA Credential with a Preschool age setting.

Program Objectives:
• Define the requirements to establish and maintain a safe, healthy learning environment for young children
• Identify the components to advance the physical, cognitive, communicative and creative development of young children
• Define positive guidance techniques to support appropriate social and emotional development in young children
• List the guidelines to establish productive relationships with families
• Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
• Identify the requirements to maintain a commitment to professionalism
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Director’s Certificate
The Director’s Certificate, by ChildCare Education Institute (CCEI) provides information for early childhood professionals seeking to further their skills and knowledge in the management of a child care center. The online training program is comprised of five Instructional Units. These units focus on the core areas of competency required to manage a child care center. Each student in the Director’s Certificate program receives support from an Education Coach (EC). Each EC is an early childhood education specialist and has previous experience working in a child care center or school.

In addition, the Director’s Certificate program has been evaluated by the National College Credit Recommendation Service (National CCRS) and has been recommended for 4 semester hours of credit in Early Childhood Education or Early Childhood Education Administration/Leadership in the lower division baccalaureate/associate degree category.

Program Objectives
- Identify key considerations for developing a child care center philosophy
- Recognize elements of a developmentally appropriate classroom and effective competencies in education
- Identify the reasons that nutrition is important in an early childhood education setting
- Identify common hazards throughout the school facility and strategies for maintaining a safe and healthy environment
- Identify and utilize best practices and strategies for assessing young children’s learning and development
- Recognize leadership practices that promote efficiency, teamwork, collaboration and effective communication
- Identify strategies, requirements and best practices for hiring, training, and retaining employees
- Identify effective communication strategies with employees and families
- Define and identify key elements for operating a child care center budget
- Identify effective marketing tools for child care centers
- Identify various forms of child advocacy
- Recognize recommended strategies for building relationships with families and promoting family involvement
- Identify regulations and legal requirements that relate to operating a child care center
- Recognize signs of child abuse and neglect
- Demonstrate key elements of child care center management
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Director's Certificate Renewal
The Director’s Certificate Renewal Program provides the 20 clock hours of business and administrative training required by CCEI for the renewal of the CCEI Online Director's Certificate.

Program Objectives:
- Identify the importance of effective management systems
- Define the components required to effectively administer a program of personnel management and staff development
- Identify effective marketing tools for child care centers
- Identify a director's role in budgeting
- Demonstrate knowledge of legal requirements necessary for effective management
- Demonstrate the ability to foster good community relations and to influence childcare policy that affects the program
- Identify strategies for creating an eco-friendly child care center with regard to food, water, energy, transportation, and waste reduction
- Identify major ideas put forth by prominent theorists in child development
- Identify strategies for creating a "bully-free" child care environment
- Define proper criteria for selecting foods and food vendors
- Define proper policies and procedures for storing foods
- Define the meaning of pandemic
- Identify external/internal motivators that are utilized to heighten leadership effectiveness

Diversity and Multiculturalism Certificate
CCEI’s Diversity and Multiculturalism Certificate is designed to help child care professionals promote diversity and inclusion in early childhood education while discouraging negative stereotypes based on race, culture, gender, or other factors. Participants will also learn important strategies for preventing bullying in the early childhood environment and for promoting empathy.

Program Objectives
- Define multiculturalism and identify the goals of multicultural education
- Identify strategies for helping children develop a sense of cultural identity and cooperative social skills
- Define bullying and identify types of bullying
- Identify strategies for creating a “bully-free” child care environment and promoting pro-social behaviors
- Demonstrate an understanding of ways in which gender stereotypes are transmitted from adults to children
- Demonstrate an understanding of ways in which gender stereotypes affect early childhood development
- Demonstrate an understanding of the social and emotional developmental milestones associated with the development of empathy in young children
- Identify appropriate strategies for promoting and reinforcing prosocial behavior in the early childhood environment
- Identify the purpose of cultural responsiveness in the dual language environment
- Identify effective classroom practices and activities for dual language learning
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Early Childhood Credential
The Early Childhood Credential program offered by ChildCare Education Institute (CCEI) provides 180 hours of professional development for early care professionals. The online training program is comprised of 8 Instructional Units. These units focus on the Principles of Child Growth and Development; Safe and Healthy Environments; Social and Emotional Development; Motor, Language, and Cognitive Development; Principles of Assessment; Program Management; Relationships with Families; and Professionalism.

The CCEI Early Childhood Credential is designed to give a basic framework of early childhood educational theory and application of that theory through content based coursework, reading assignments, practical application exercises, essays and classroom observation.

CCEI’s Early Childhood Credential is recognized by the National Association for the Education of Young Children (NAEYC) to meet a part of the Alternative Pathways to Achieve Educational Qualifications for the Designated Program Administrator.

The Early Childhood Credential program gives students the opportunity to articulate college credit toward an early childhood education degree with one of CCEI’s college credit partners. See the CCEI Articulation Partners page for details.

Graduates of the Early Childhood Credential (ECC) will have met all training, portfolio, and observation requirements of the national CDA Credential and only need to complete the Council’s exam at a PearsonVue testing center to finalize the CDA Credential application process.

Program Objectives:
- Define and apply the basic principles of child growth and development
- Identify important milestones of physical, cognitive, social, and emotional development during early childhood
- List the requirements for a safe, healthy environment for young children
- Demonstrate the ability to establish and maintain a safe, healthy learning environment for young children
- Apply positive guidance techniques that support appropriate social and emotional development of young children
- Demonstrate the ability to implement effective assessment methods in the early childhood education setting
- Identify elements of a developmentally appropriate curriculum and overall learning environment in the early childhood education setting
- Apply the recommended strategies for building and maintaining positive relationships with families
- Formulate strategies to develop and maintain a successful program operation
- Identify the requirements for maintaining a commitment to professionalism and ethical conduct
- List the required components to document professional growth
Florida Child Care Professional Credential (FCCPC) Certificate (English & Spanish)
The Florida Child Care Professional Credential (FCCPC) Certificate program of study provides the
elements of early childhood training required by the Florida Department of Children and Families (DCF)
to obtain the Florida Staff Credential. The program addresses the specific skills and knowledge
necessary to work with children ages birth through five.

Program Objectives
- Demonstrate knowledge of basic principles of child growth and development
- Identify ways to create developmentally appropriate learning environments that are safe, healthy, respectful, and supportive of children and families
- Demonstrate understanding of how to develop education programs that promote the social and emotional development of children
- Identify elements of educational programs that improve motor, language, and cognitive development of children, including literacy development
- Demonstrate understanding of the importance of promoting involvement and positive relationships with families and communities
- Understand and apply principles of appropriate child screening and assessment
- Identify and demonstrate professionalism in the field of early childhood education
- Identify and demonstrate effective program management techniques

Florida Child Care Professional Credential (FCCPC) School-Age Certificate
CCEI’s Florida Child Care Professional Credential (FCCPC) School-Age Certificate program of study is
designed to provide the 120 clock hours of professional development required by the Department of
Children and Families in the State of Florida to obtain the Florida School-Age Credential. The FCCPC
program includes Instructional Units that focus on child development and the six (6) FCCPC School-
Age Content Areas.

Program Objectives:
- Demonstrate an understanding of how to establish and maintain a safe and healthy learning environment
- Identify strategies that advance physical and intellectual competence
- Recognize teaching methods that support social and emotional development and the provision of positive guidance
- Identify strategies for establishing positive and productive relationships with families
- Identify ways of ensuring a well-run, purposeful program that is responsive to the participants’ needs
- Recognize ways to maintain a commitment to professionalism
Florida Child Care Professional Credential (FCCPC) Renewal Certificate (English & Spanish)
CCEI's Florida Child Care Professional Credential (FCCPC) Renewal Certificate program of study is designed to provide the 45 clock hours of professional development required by the Florida Department of Children and Families Credentialing Unit to renew a current Florida Birth through Five Staff Credential.

Program Objectives

• Demonstrate ways to employ the NAEYC Code of Ethical Conduct to validate professional standards for children, families, staff, and community
• Identify strategies to promote healthy brain development
• Identify major developmental milestones related to movement and fine motor skills from birth through age 5
• Define separation anxiety
• Identify common hazards throughout the school facility
• Identify ways in which infectious diseases are spread
• Identify safe practices for preventing the spread of bloodborne pathogens in the child care setting
• Define SIDS prevention and training
• Identify the purpose of therapy for children with attention disorders
• Identify the purpose of early childhood assessment tools
• Define social development, emotional development, and temperament
• Identify the roles of parents and child care providers in providing positive guidance to children
• Recognize the role of empathy in communication
• Identify important strategies for increasing retention through internal marketing and parent outreach communication
Georgia Director's Certificate
CCEI’s Georgia Director’s Certificate is designed to meet the mandatory training requirement for child care center directors in Georgia and provides professional information for early childhood professionals seeking to further their skills and knowledge in the management of a child care center. The child care director’s program is comprised of five Instructional Units. These units focus on the core areas of competency required to manage a child care center. Each student in the Georgia Director’s Certificate program receives support from an Education Coach (EC). Each EC is an early childhood specialist and has previous experience working in a child care center or school.

Program Objectives:
- Identify basic duties of a center director according to BFTS rules
- Identify key considerations for developing a child care center philosophy and mission & vision statements
- Recognize elements of a developmentally appropriate classroom and effective curriculum practices
- Recall characteristics of child development and activities that promote growth and learning
- Identify practices that ensure safe and healthy food service and promote healthy eating habits in young children
- Identify common hazards throughout the school facility and strategies for maintaining a safe and healthy environment
- Identify and utilize best practices and strategies for assessing young children’s learning and development
- Recognize leadership practices that promote efficiency, teamwork, collaboration and effective communication
- Identify strategies, requirements and best practices for hiring, training, and retaining employees
- Identify effective communication strategies with employees and families
- Define and identify key elements of a child care center budget
- Identify effective marketing tools and strategies for child care centers
- Identify various forms of child advocacy
- Recognize recommended strategies for building relationships with families and promoting family involvement
- Identify regulations and legal requirements that relate to operating a child care center
- Recognize signs of child abuse and neglect
- Identify elements of leadership that build employee morale, promote continuous quality improvement, and prevent turnover
- Identify recommended strategies for promoting gender equity in the classroom
- Identify regulations and recommended practices for keeping children safe when being transported in center vehicles and on fieldtrips
- Identify recommended strategies and best practices for administering medication to children of various ages and abilities
- Identify basic facts about young children’s brains
- Demonstrate key elements of child care center management
Health and Hygiene Certificate
CCEI’s Health and Hygiene Certificate teaches basic health and hygiene practices and guidelines that every early childhood professional needs to master. This program provides detailed recommendations for recognizing, responding to, and preventing the spread of infectious diseases in the early child care education setting. Participants will also learn recommended practices and policies for preventing the spread of blood-borne pathogens, preparing for an influenza pandemic, preventing and responding to food-allergy reactions, and promoting good oral health.

Program Objectives
- Identify recommended practices and guidelines for maintaining a hygienic child care environment
- Identify the signs of infectious disease in the child care setting
- Identify effective strategies for preventing the spread of blood-borne pathogens
- Identify recommended policies for preparing for a flu pandemic
- Identify recommended policies regarding food allergies in the child care environment
- Demonstrate understanding of proper hand-washing and diapering techniques
- Demonstrate understanding of health standards through observation and evaluation in a child care center
- Identify the reasons that it is important to pay attention to oral health

Inclusion and Special Needs Certificate
The Inclusion and Special Needs Certificate begins with a basic overview of special needs issues that early childhood educators and professionals may encounter, including descriptions of various conditions and disabilities, recommended teaching and guidance practices, and basic requirements and guidelines under federal law. In addition, the Inclusion and Special Needs Certificate provides recommendations for working with children diagnosed with attention deficit disorders, as well as the latest recommendations and research on teaching students with autism in the inclusive classroom.

Program Objectives:
- Define key terms related to the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)
- Identify characteristics of general disability categories
- List important considerations for incorporating adaptive materials and making classroom accommodations to support children with disabilities
- Identify the characteristics commonly associated with autism spectrum disorders, including information regarding affected groups, causes, and treatments
- Demonstrate understanding of the possible effects of autism spectrum disorders on a range of developmental domains, including cognitive, physical, and social skills
- Identify strategies for responding to or managing various behaviors or actions of children with autism
- Identify different forms of attention deficit disorder (ADHD), including criteria used by doctors for diagnosis
- Identify and define “best practices” for providing positive guidance and beneficial educational experiences to children with attention disorders
- Demonstrate understanding of requirements for compliance with the ADA
Infant-Toddler Certificate
The Infant-Toddler Certificate program of study provides 45 clock-hours of professional development needed for early childhood professionals providing care for infants and toddlers. The program focuses on the core knowledge areas of Health and Safety, Language Development, Child Development, Assessment, Guidance, and Developmentally Appropriate Practices.

Program Objectives:
- Identify developmental principles, domains, and major milestones for typical infants and toddlers
- Demonstrate understanding of the responsibilities of a mandated reporter and practices necessary to protect young children abuse and neglect
- Identify recommended health and safety policies and practices for the infant-toddler environment
- Demonstrate understanding of basic strategies and practices for assessing young children’s grown and development
- Identify recommended positive guidance practices for the infant-toddler environment
- Demonstrate understanding of recommended strategies for promoting early literacy skills
- Identify recommended activities and other elements of effective infant-toddler curriculum
- Identify all basic practices for safe, healthy, positive, developmentally appropriate daily care of infants and toddlers
- Identify recommended strategies for communicating with families and promoting a safe, healthy home environment
- Demonstrate understanding of the importance of professionalism in the early childhood industry and develop a professional autobiography to identify career accomplishment and goals

Infant-Toddler Orientation Certificate
The Infant-Toddler Orientation Certificate is designed to provide 12 clock-hour professional development for early childhood professionals providing care for infants and toddlers. The training program focuses on the core knowledge areas of Health and Safety, Language Development, Child Development, and Developmentally Appropriate Practices.

Program Objectives:
- Identify typical developmental milestones for children age birth-three years of age
- Identify the requirements for a safe, healthy learning environment for infants and toddlers
- Identify strategies and recommended practices for promoting physical, cognitive, social, and emotional development
- Identify strategies for promoting early literacy, math, and problem-solving skills
- Identify prevention strategies and other issues associated with Sudden Infant Death Syndrome (SIDS) and Shaken Baby Syndrome
- Demonstrate understanding of health and safety training for childcare providers in an infant-toddler setting
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Instructor-Supported CDA Certificate (English and Spanish)
CCEI’s Instructor-Supported CDA Certificate meets the 120 clock hours of professional development required by The Council for Professional Recognition in order to obtain the National CDA Credential. The program is comprised of three Instructional Units. These units focus on the six CDA Competency Standards established by The Council for Professional Recognition. Each student in the Online Instructor-Supported CDA Certificate program receives support from an Education Coach (EC). Each EC is an early childhood specialist and has previous experience working in a child care center or school.

Program Objectives
- Define the requirements to establish and maintain a safe, healthy learning environment for young children
- Identify the components to advance the physical, cognitive, communicative and creative development of young children
- Define positive guidance techniques to support appropriate social and emotional development of young children
- List the guidelines to establish productive relationships with families
- Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
- Identify the requirements to maintain a commitment to professionalism

Mandated Reporter Certificate
The Mandated Reporter Certificate is designed to help early childhood and school-age professionals understand their responsibilities as mandated reporters, who must report any suspicion of child maltreatment. Participants will learn about reporting requirements, signs and symptoms of various types of maltreatment, as well as the potential long-term impacts of specific types of abuse or neglect.

Program Objectives
- Define and understand what a mandated reporter is and what they do
- Identify potential signs of child abuse, such as physical, emotional and sexual abuse
- Define major types and identify indicators of child neglect
- Identify common behaviors of abusive parents
- Identify proper procedures and practices for effective documentation and reporting of child abuse
- Identify the major consequences (physical, emotional, social) of family violence upon toddlers, young children and adolescents
- Identify sensitive periods in early childhood brain development
- Demonstrate understanding of the appropriate response to suspected child abuse
- Demonstrate the ability to identify local or state reporting agencies and requirements
- Understand the indicators of child neglect
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Marketing, Outreach and Customer Care Certificate
CCEI’s Marketing, Outreach and Customer Care Certificate provides detailed strategies and recommended practices for marketing a child care center or program, including how to identify and connect with target market and how to increase enrollment and retention rates. Participants will also learn how to build and maintain strong customer relations and communication with parents.

Program Objectives:

• Identify basic marketing goals and strategies for a child care center or program
• Define the methods used to implement a child care marketing plan
• Identify effective strategies for generating and following up on leads within a target market
• Identify important strategies for increasing retention through internal marketing and parent communication
• Identify practical methods for maintaining strong customer relations and resolving conflicts
• Develop a mission statement
• Demonstrate understanding of market analysis strategies for child care related businesses (e.g., calculating the supply of child care in your market)

Oklahoma Health and Safety Pre-Service Certificate
CCEI’s Oklahoma Health and Safety Pre-Service Certificate provides the basic health and safety practices to satisfy the state of Oklahoma’s CCDBG pre-service training requirement. This program provides detailed recommendations for infectious disease control, Sudden Infant Death Syndrome (SIDS), medication administration, food allergies, building and physical premises safety, fire safety, Shaken Baby Syndrome, emergency preparedness and disaster planning, handling of storage of hazardous materials, and transportation safety. The program has been approved by the Oklahoma Center for Early Childhood Professional Development to meet formal training hours.

Program Objectives

• Identify recommended practices and guidelines for maintaining a hygienic child care environment
• Identify the signs of infectious disease in the child care setting
• Demonstrate understanding of the importance of vaccines and identify elements of recommended immunization policies for child care facilities
• Identify prevention strategies and other issues associated with Sudden Infant Death Syndrome (SIDS) and Shaken Baby Syndrome
• Identify and demonstrate an understanding of recommended strategies and best practices for administering medication to children of various ages and abilities
• Identify recommended policies regarding food allergies in the child care environment
• Identify strategies for reducing or eliminating indoor and outdoor hazards in the child care setting
• Identify recommended practices for preventing poisoning by plants, chemicals, and other materials
• Identify strategies and practices for promoting fire safety in the early care and education environment
• Identify recommended safe practices and policies for responding to various types of disasters and security threats, including tornadoes, storms, earthquakes, and terrorist
• Identify recommended policies and practices for promoting transportation and field trip safety
NECPA National Administrator Credential® (NAC)® Certificate
The NECPA National Administrator Credential® (NAC)® is approved by the National Early Childhood Program Accreditation (NECPA) Commission to provide child care center directors and early childhood professionals the required clock hours of training needed to obtain the National Administrator Credential. The NECPA NAC® program is comprised of ten Instructional Units. These units focus on the ten areas of competency required to properly know how to manage a child care center. Each student in the Online NECPA NAC® Certificate program receives support from an Education Coach (EC). Each EC is an Early Childhood specialist and has previous experience as an administrator in a child care center, school, or environment.

NOTE to Florida Residents: This online course is approved through Hillsborough Community College (HCC) in partnership with NECPA. Florida recipients MUST submit an unofficial transcript provided by HCC to DCF. HCC will issue a transcript directly to new Florida NAC holders once the course is complete. Please do not submit CCEI or NECPA certificates to DCF.

Program Objectives
- Demonstrate knowledge of the historical perspective, the milestones, and the key national organizations involved in early childhood education
- Describe the various types of early childhood care and education available to families in the community
- Demonstrate knowledge of the required elements of an effective organization
- Demonstrate the ability to develop internal and external systems to ensure child care center compliance with local, state, and national codes
- Identify local, state, and federal rules and regulations that effect early education programs
- Identify essential strategies for attracting, retaining, and motivating qualified staff
- Demonstrate knowledge of culturally and developmentally appropriate practices and the ability to select and use curriculum, materials, and equipment for the best early childhood education practices
- Identify the fundamentals of effective marketing, public relations, and community outreach including the understanding of the similarities and differences between marketing, advertising, and public relations
- Identify key elements of an operating budget and other types of budgets and the major resources needed to manage a child care center
- Identify the essential elements of a developing a child care center business plan, demonstrate knowledge of strategic planning techniques, and conduct an operational and financial evaluation of an early childhood program.
- Demonstrate knowledge of organizational theory and leadership styles as they relate to early childhood work environments
- Demonstrate an understanding of the importance of advocating on behalf of young children, their families, and the child care profession
- Demonstrate knowledge of the importance of developing communication systems for staff, parents, and the community
CCEI NON-DEGREE CERTIFICATE PROGRAMS OF STUDY (continued)

Positive Guidance Certificate
CCEI’s Positive Guidance Certificate program provides a comprehensive overview of recommended guidance strategies for the early childhood environment. Participants will focus on communication and positive guidance strategies that promote autonomy, good decision-making, self-confidence, and self-esteem. This program is recommended for all early childhood professionals, including new and veteran teachers, directors, curriculum developers, and others.

Program Objectives
- Define positive guidance and/or positive discipline
- Identify appropriate guidance practices for children at all stages of early childhood
- Identify strategies for encouraging children to develop age appropriate decision making skills
- Identify strategies for setting limits while promoting autonomy and exploration
- Identify techniques for mitigating or discouraging inappropriate and unacceptable behaviors
- Evaluate the positive guidance practices of a teacher or caregiver in the early childhood environment
- Demonstrate understanding of the goals and principles of positive guidance
- Demonstrate ability to implement positive guidance practices

Self Study CDA Certificate
The Self Study CDA Certificate meets the 120 clock hours of professional development required by The Council for Professional Recognition in order to obtain the National CDA Credential. The CDA online training program is comprised of eight Instructional Units. These units focus on the six CDA Competency Standards established by The Council for Professional Recognition.

Program Objectives:
- Define the requirements to establish and maintain a safe, healthy learning environment for young children
- Identify the components to advance the physical, cognitive, communicative and creative development of young children
- Define positive guidance techniques to support appropriate social and emotional development of young children
- List the guidelines to establish productive relationships with families
- Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
- Identify the requirements to maintain a commitment to professionalism
Staff Leadership Certificate
CCEI’s Staff Leadership Certificate focuses on strategies for maintaining positive, effective communication among staff members in a child care center. In addition to basic communication methods, participants will learn essential strategies for attracting, retaining, and motivating qualified staff.

Program Objectives: Identify the benefits of teamwork in the early childhood environment
- Define the communication loop and identify barriers to communication
- Define and identify key aspects of active listening
- Identify the key elements of an effective new employee orientation
- Differentiate between intrinsic and extrinsic motivation
- Explain the ways in which the hiring process, evaluation, and communication are important for staff retention and motivation
- Identify and define important leadership characteristics and competencies
- Demonstrate ability to develop a detailed job description
- Demonstrate ability to write appropriate, effective interview questions

Texas Director’s Certificate
The Texas Director’s Certificate provides professional information for early childhood professionals seeking to further their skills and knowledge in the management of a child care center. The Director’s Certificate training program is comprised of six Instructional Units. These units focus on the core areas of competency required to manage a child care center in the state of Texas.

Program Objectives
- Identify key considerations for developing a child care center philosophy and mission & vision statements
- Recognize elements of a developmentally appropriate classroom and effective curriculum practices
- Recall characteristics of child development and activities that promote growth and learning
- Identify practices that ensure safe and healthy food service and promote healthy eating habits in young children
- Identify common hazards throughout the school facility and strategies for maintaining a safe and healthy environment
- Identify and utilize best practices and strategies for assessing young children’s learning and development
- Recognize leadership practices that promote efficiency, teamwork, collaboration and effective communication
- Identify strategies, requirements and best practices for hiring, training, and retaining employees
- Identify effective communication strategies with employees and families
- Define and identify key elements of a child care center budget
- Identify effective marketing tools and strategies for child care centers
- Identify various forms of child advocacy
- Recognize recommended strategies for building relationships with families and promoting family involvement
- Identify regulations and legal requirements that relate to operating a child care center
- Demonstrate key elements of child care center management
Texas Director’s Certificate Renewal
CCEI’s Texas Director’s Certificate Renewal program provides online training for early childhood professionals seeking to further their skills and knowledge in the management of a child care center in the state of Texas. The child care director training renewal. The program is comprised of 30 hours of online coursework based on Texas Regulations, Minimum Standards and Licensing Requirements and is designed to provide the professional development required to renew the CCEI Texas Director’s Certificate. The Texas Director’s Certificate Renewal also meets the annual 30 hour training licensing requirement for directors of licensed child care centers and primary caregivers in licensed registered child care homes. Each student in the Online Texas Director’s Certificate Renewal program receives support from an Education Coach (EC). Each EC is an early childhood specialist and has previous experience working in a child care center or school.

Program Objectives
- Identify essential aspects of the Texas Minimum Standards for Child Care Centers regarding administration and communication
- Identify elements of leadership that build employee morale, promote continuous quality improvement, and prevent turnover
- Recognize leadership practices that promote efficiency, teamwork, collaboration and effective communication
- Recall important elements of budgeting and financial planning for child care centers
- Identify marketing strategies that effectively reach target audiences, generate new leads, and lead to enrollment conversions
- Recall communication strategies to use during challenging conversations
- Identify self-reflective practices that support continuous quality improvement
- Identify elements of food service programs that meet the nutritional needs of young children and ensure safe and healthy meals are served each day
- Recognize the essential elements of an inclusive environment that meets the criteria of the ADA
- Identify regulations and recommended practices for keeping children safe when being transported in center vehicles and on fieldtrips
- Identify recommended safe practices and policies for responding to various types of disasters and security threats
CAMPUS DIRECTORY

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EXECUTIVE LEADERSHIP

Maria Taylor  President and Chief Executive Officer  ext. 520
Barbara Edwards  Chief Operations Officer  ext. 536

ADMINISTRATION

Kimberle Collins  Director of Operations  ext. 533

COMPLIANCE & STUDENT SERVICES

Compliance Specialist  ext. 528
Laura Hamilton  Bi-Lingual Education Coach  ext. 538
Kathy Stegenga  Education Coach  ext. 512

CUSTOMER SUPPORT

April Hernandez  Help Desk / Customer Support Representative  ext. 524

ADMISSIONS

Melissa Thomas  Recruitment Manager  ext. 523
Nyla Jacobs  Sales Support  ext. 518
### ChildCare Education Institute
#### 2020 Calendar with Holiday and Office Closure Schedules

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<td>Wednesday</td>
<td>New Year’s Day – Office Closed</td>
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<tr>
<td>February 17</td>
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<td>President’s Day – Office Closed</td>
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</tr>
<tr>
<td>December 25</td>
<td>Friday</td>
<td>Christmas Day – Office Closed</td>
</tr>
<tr>
<td>December 31</td>
<td>Thursday</td>
<td>New Year’s Eve – Office Closed</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>Friday</td>
<td>New Year’s Day – Office Closed</td>
</tr>
</tbody>
</table>
DISCLOSURE

CCEI provides instruction courses and material for the purposes of education and training. CCEI does not guarantee advancement, employment or promotion as a result of completion of these programs.

Tuition and Fees are subject to change at any time.

CCEI does not grant the CDA (Child Development Associate) Credential. CDA assessment fees are the responsibility of the student directly with the CDA Council for Professional Development.

CCEI does not grant college credit. CCEI Course of Study programs with college credit eligibility are offered through articulation with one of CCEI’s college credit partners. Students satisfactorily completing certificate programs that articulate should contact the college credit partner directly for information on how to articulate their CCEI training. Unless otherwise stated, programs are not college credit or degree bearing. Please check with your local state agency or licensing department for verification of requirements for professional development for staff.
APPENDIX
Authorization to Release Student Information

I, __________________________ am currently (or have been in the past) a student enrolled in __________________________, a program offered by Childcare Education Institute, LLC. I acknowledge that as a part of my enrollment, CCEI maintains certain information regarding my enrollment and completion of components of the program. I hereby authorize CCEI, its affiliates and representatives to provide and remit to my center administration, ownership and any regional or corporate personnel associated with the management and reporting of my education and training as it relates to my job qualifications and the persons and entities listed below as "Additional Authorized Recipients", in any method, whether in writing, orally or electronically, any and all information maintained by CCEI in connection with my enrollment, progress or completion of any program I have been enrolled in or am currently enrolled in with CCEI. I agree to indemnify and hold harmless CCEI, its affiliates, employees, members and representatives from any and all damages, liabilities and costs and expenses that any of them may suffer as a result of any claim or action in any way related to CCEI's transmittal or disclosure of information pertaining to my enrollment in any program with CCEI in accordance with this authorization.

ADDITIONAL AUTHORIZED RECIPIENTS:

Name: __________________________

Name: __________________________

Name: __________________________

Student Signature __________________________

Date __________________________
Education Coach Transfer Request Form

To be completed by the Student (please type or print legibly)

Date of Request: ___________________  Student ID: ___________________

Student Name: ______________________

Last  First  Middle/Former

Address: ____________________________

Street: ____________________________

City: ___________________  State: _______  Zip: ________

Home Phone: (___) ___-____   Daytime Phone: (___) ___-____

Area Code  Number  Area Code  Number

Email Address/User Name: ______________________

Current Certificate Program: ______________________

Current Education Coach Name: ______________________

Reason for Transfer Request:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

By typing my name below I indicate I am the student named above and I have read and understand the Education Coach Transfer Process as outlined in the Student Handbook.

________________________________________________________________________

Student Signature ___________________ Date: ___________

(For CCEI Internal Use Only)

Compliance:

Date Received: ___________________ Eligible for EC Transfer: □ Yes □ No

FAME ID#: ____________________________  New EC Name: ____________________________

Enrollment Date: ___________________ Date EC Notified: __________________

% of Program Completed: ______________________

Approvals:

Director of Operations Signature ______________________

Form CCEI-SF-EC01 (rev. 09/01/2019)
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Extension Request Form
To be completed by the Student (please type or print legibly)

Date of Request: ________________  Student ID: ________________

Student Name: ________________

Last          First          Middle/Former

Address: ________________________________________________

Street ____________________________
City           State           Zip ____________________________

Home Phone: (______) ______-______  Daytime Phone: (______) ______-______

Area Code  Number  Area Code  Number

Email Address: ____________________________________________

Current Certificate Program: ________________________________

Current Education Coach Name: ______________________________

Reason for Leave of Absence/Extension Request:
(Please submit documentation along with this form to substantiate your request)

A serious health condition of the student which renders him/her unable to participate in his/her coursework

By typing my name below I acknowledge that I have read and understand the Extension Request Process as outlined in the Student Handbook.

__________________________________  _________________________
Student Signature                  Date

(For CCEI Internal Use Only)

Compliance:
Date Received: ____________________________  Eligible for Extension: Yes  No
FAME ID#: ____________________________  New Program End Date: ____________________________
Enrollment Date: ____________________________  Date Updated in FAME: ____________________________
% of Program Completed: ____________________________  Date EC Notified: ____________________________

Approvals:

Compliance Specialist Signature

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Official Withdrawal Notification Form
To be completed by the Student (please type or print legibly)

Date of Request: _______________  Student ID: _______________

Student Name: ________________________

Address: ______________________________

Phone: (____) _______  Email Address: _______________________

Area Code  Number

School/Agency Name: ____________________

Product Type: Individual Subscription

Certificate Program Name: ____________________

Reason for Withdrawal Request: Other (Please Explain)

By typing my name below I indicate I am the student named above and have read and understand
the Student Withdrawal Process and Refund Policy as outlined in the CCEI Student Handbook.

________________________  ______________________
Student Signature  Date

(For CCEI Internal Use Only)

Finance:
Date Received: _______________  Enrollment Tuition Paid: _______________
FAME IDs: ________________________  Eligible Refund Amount: _______________
Enrollment Date: ____________________  Refund To Be Issued to:
Withdrawal Date: ________________________  □Student  □Agency
% of Program Completed: ________________________
Eligible for Refund: [ ] Yes  [ ] No
Eligible for Refund: [(100 % 95 % 90 % 75 % 50 % 0 %)]
Amount Refunded: ________________________
Date Program/Hours Removed: ________________________

Approvals:

Compliance Specialist

Director of Operations Signature

Chief Executive Officer Signature
(CFO signature not required for refunds less than $100)

Form CCEI-SF-OW01 (rev. 08/01/2019)
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Reinstatement Request Form
To be completed by the Student (please type or print legibly)

Date of Request: ___________________  Student ID: ___________________

Student Name: ____________________________________________
   Last          First          Middle/Former

Address: ___________________________________________________
   Street
   City          State          Zip

Home Phone: (______)     -     _______  Daytime Phone: (______)     -     _______
   Area Code    Number         Area Code    Number

Email Address: ____________________________________________

Current Certificate Program: _________________________________

Current Education Coach Name: ______________________________

By typing my name below I acknowledge that I have read and understand the
Reinstatement Request Process as outlined in the CCEI Student Handbook.

_________________________________________  __________________________________
Student Signature                          Date

(For CCEI Internal Use Only)

<table>
<thead>
<tr>
<th>Compliance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received: ___________________  Date Reinstatement Offer Sent: ___________________</td>
</tr>
<tr>
<td>FAME ID#: ___________________  Program Reinstated:  ☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Enrollment Date: ___________________  New Program End Date: ___________________</td>
</tr>
<tr>
<td>% of Program Completed: ___________________  Date EC Notified: ___________________</td>
</tr>
<tr>
<td>Reinstatement Fee: ___________________  Date Student Notified: ___________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approvals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Paid: $ _________  Accounting Representative Signature</td>
</tr>
</tbody>
</table>

| Compliance Specialist Signature |
# Student Grievance Form

To be completed by the Student (please type or print legibly)

**Date of Request:** [ ]  
**Student ID:** [ ]

<table>
<thead>
<tr>
<th>学生姓名</th>
<th>Last</th>
<th>First</th>
<th>Middle/Former</th>
</tr>
</thead>
<tbody>
<tr>
<td>地址</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

|Home Phone: (____)____-____ | Daytime Phone: (____)____-____ |
|Area Code | Number | Area Code | Number |

|Email Address: |  |

|当前证书程序 |  |

**Nature of the Grievance:** (Please write a detailed description of the grievance including pertinent dates, times, and names of parties involved. Attach additional sheets if necessary.)

**学生建议解决争端：**


| 学生签名 |  |
|Date: |  |

(For CCEI Internal Use Only)

<table>
<thead>
<tr>
<th>Information:</th>
<th>Action Taken:</th>
<th>Approvals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received:</td>
<td></td>
<td>Forwarded to Executive Team for Review? □ Yes □ No When: [ ]</td>
</tr>
<tr>
<td>Date of Initial Contact:</td>
<td></td>
<td>Date Resolved: [ ]</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>Compliance Specialist Signature</td>
</tr>
</tbody>
</table>

Form CCEI-SF-GR01 (rev. 09/01/2019)  
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Transcript Request Form

To be completed by the Student (please type or print legibly)
Please allow ten (10) business days for your request to be processed.

Date of Request: _________________ Student ID: _________________

Student Name: ______________________
Last First Middle/Former

Address: __________________________
Street ____________________________
City State Zip _______________________

Home Phone: (_____) ______-______ Daytime Phone: (_____) ______-______
Area Code Number Area Code Number

Email Address/User Name: ____________________________

Dates of Attendance: _________________ Number of copies requested: _________________

Send transcripts to:

Name ____________________________

Mailing Address ____________________________

City State Zip ____________________________

I authorize the release of the official transcript of my academic record at ChildCare Education Institute (CCEI) to the name and address listed above. I understand a $25 transcript fee will be assessed for the first copy, $5 for each additional copy and have provided payment information.

_________________________________________  ____________________________
Student Signature Date

Credit Card Authorization:

_________________________________________  ____________________________
For CCEI Internal Use Only:

FAME ID: ____________________________
Date Received: ____________________________
Total Transcript Fee Paid: ____________________________

Accounting Representative Signature
Date Transcript Mailed: ____________________________

Compliance Coordinator Signature

Form CCEI-SF-TR01 (rev. 09/01/2019)
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Transfer of Professional Development Courses Request
To be completed by the Student (please type or print legibly)

Date of Request: ________________

Student Name: ____________________________
Last ____________________________
First ____________________________
Middle/Former ____________________________

Address: ____________________________
Street ____________________________
City ____________________________
State ____________________________
Zip ____________________________

Home Phone: (_____) _______ - _____
Area Code Number
Daytime Phone: (_____) _______ - _____
Area Code Number

Email Address: ____________________________

Current Certificate Program: ____________________________

Education Coach: ____________________________

By typing my name below I indicate I am the student named above and have read and understand the Transfer of Professional Development Courses Policy as outlined in the Student Handbook.

__________________________________________  ______________
Student Signature Date

(For CCEI Internal Use Only)

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received:</td>
<td># of Courses Approved for Transfer: __________</td>
</tr>
<tr>
<td>FAME ID#:</td>
<td>Date Courses Transferred: __________</td>
</tr>
<tr>
<td>Enrollment Date:</td>
<td>Student Notified: __________</td>
</tr>
<tr>
<td>Transcript Reviewed:</td>
<td>Compliance Specialist</td>
</tr>
</tbody>
</table>

Form CCEI-SF-PD01 (rev. 09/01/2019)
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## Certificate Course of Study Programs

**Program** | **Product Code** | **Program Length** | **Tuition Cost** | **App Fee** | **Total Program Cost** | **Approx. Book Cost (shipping cost)**
--- | --- | --- | --- | --- | --- | ---
**Early Childhood, CDA, Director, and Renewal Programs**
Early Childhood Certificate | 1204-ECC | 12 months | $2,700 | $100 | $2,800 | $75
Instructor-Supported CDA Certificate (English) | 1206-CDA | 12 months | $1,300 | $100 | $1,400 | $75
Instructor-Supported CDA Certificate (Spanish) | 1207-CDA | 12 months | $1,300 | $100 | $1,400 | $75
NECPA National Administrator Credential® (NAC)® Certificate | 1203-NAC | 6 months | $975 | $75 | $1,050 | -
Self-Study CDA Certificate | 1302-CDA | 12 months | $775 | $75 | $850 | -
CDA Credential Renewal Certificate (Infant-Toddler) | 1408-CDA | 6 months | $424 | $75 | $499 | -
CDA Credential Renewal Certificate (Infant-Toddler) - Spanish | 1411-CDA | 6 months | $424 | $75 | $499 | -
CDA Credential Renewal Certificate (Preschool) | 1407-CDA | 6 months | $424 | $75 | $499 | -
CDA Credential Renewal Certificate (Preschool) - Spanish | 1410-CDA | 6 months | $424 | $75 | $499 | -
CDA Credential Renewal Certificate (Family Child Care) | 1409-CDA | 6 months | $424 | $75 | $499 | -
CDA Credential Renewal Certificate (Family Child Care) - Spanish | 1412-CDA | 6 months | $424 | $75 | $499 | -
Infant-Toddler Certificate | 1601-ITC | 6 months | $424 | $75 | $499 | -
Director Certificate | 3101-DC | 6 months | $575 | $75 | $650 | $60
Director's Certificate Renewal | 1402-DC | 4 months | $199 | - | $199 | -
Family Child Care Certificate | 1501-FCC | 6 months | $324 | $75 | $399 | -
**State Specific Programs**
Florida Child Care Professional Credential (FCCPC) Certificate (English) | 5101-FL | 12 months | $1,300 | $100 | $1,400 | $75
Florida Child Care Professional Credential (FCCPC) Certificate (Spanish) | 5101-FSL | 12 months | $1,300 | $100 | $1,400 | $75
Florida Child Care Professional Credential (FCCPC) School-Age Certificate | 5601-FL | 6 months | $725 | $75 | $800 | -
FCOCP Renewal Certificate (English) | 1406-FL | 6 months | $424 | $75 | $499 | -
FCOCP Renewal Certificate (Spanish) | 1406-FSL | 6 months | $424 | $75 | $499 | -
Florida Director's Certificate Renewal | 1404-FL | 6 months | $424 | $75 | $499 | -
Georgia Director Certificate | 5106-GA | 6 months | $575 | $75 | $650 | $60
Maryland Communication Certificate | 5401-MD | 3 months | $99 | - | $99 | -
CCDBG Health & Safety Training for ECE Professionals in Nevada | 5315-NV | 3 months | $99 | - | $99 | -
NY Professional Development Certificate I | 5107-NY | 3 months | $149 | - | $149 | -
NY Professional Development Certificate II | 5108-NY | 3 months | $149 | - | $149 | -
OK Health and Safety Pre-Service Certificate | 5314-OK | 3 months | $99 | - | $99 | -
Texas Director Certificate | 5103-TX | 6 months | $625 | $75 | $700 | $60
Texas Director's Certificate Renewal | 5105-TX | 4 months | $199 | - | $199 | -
**Mini-Certificate Programs**
Basic Principles of Child Development Certificate | 4204-SPC | 2 months | $89 | - | $89 | -
Budgeting and Risk Management Certificate | 4217-SPC | 2 months | $89 | - | $89 | -
Center Management Certificate | 4276-SPC | 2 months | $89 | - | $89 | -
Child Care Orientation Certificate | 4201-SPC | 2 months | $129 | - | $129 | -
Curriculum Enrichment Certificate | 4207-SPC | 2 months | $89 | - | $89 | -
Developmentally Appropriate Practices Certificate | 4205-SPC | 2 months | $89 | - | $89 | -
Diversity and Multiculturalism Certificate | 4215-SPC | 2 months | $89 | - | $89 | -
Early Childhood Assessment Certificate | 4208-SPC | 2 months | $89 | - | $89 | -
Health and Hygiene Certificate | 4211-SPC | 2 months | $89 | - | $89 | -
Inclusion and Special Needs Certificate | 4214-SPC | 2 months | $89 | - | $89 | -
Infant Toddler Orientation Certificate | 4202-SPC | 2 months | $129 | - | $129 | -
Mandatory Reporter Certificate | 4213-SPC | 2 months | $89 | - | $89 | -
Marketing, Outreach, and Customer Care Certificate | 4218-SPC | 2 months | $89 | - | $89 | -
Positive Guidance Certificate | 4209-SPC | 2 months | $89 | - | $89 | -
Preschool Curriculum Design Certificate | 4206-SPC | 2 months | $89 | - | $89 | -
Safety Certificate | 4210-SPC | 2 months | $89 | - | $89 | -
Staff Leadership Certificate | 4219-SPC | 2 months | $89 | - | $89 | -
# TUITION AND FEE SCHEDULE

**Standard Program Pricing**  
**Effective March 1, 2019**

## PROFESSIONAL DEVELOPMENT (Plans do not include complete CDA coursework)

<table>
<thead>
<tr>
<th>PRODUCT DESCRIPTION</th>
<th>PRODUCT CODE</th>
<th>PRICING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Based Annual Subscription (up to 50 users)</td>
<td>50-SUB-PD</td>
<td>$ 999</td>
</tr>
<tr>
<td>Center Based Annual Subscription (up to 20 users)</td>
<td>20-SUB-PD</td>
<td>$ 499</td>
</tr>
<tr>
<td>Individual Annual Subscription (unlimited access)</td>
<td>1-SUB-PD</td>
<td>$ 99</td>
</tr>
<tr>
<td>1 - 10 Hours</td>
<td>001-NSUB-PD</td>
<td>$ 15 per hour</td>
</tr>
<tr>
<td>11 - 49 Hours</td>
<td>011-NSUB-PD</td>
<td>$ 12 per hour</td>
</tr>
<tr>
<td>50 Hour Block</td>
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<td>$ 450</td>
</tr>
<tr>
<td>125 Hour Block</td>
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</tr>
<tr>
<td>225 Hour Block</td>
<td>225-NSUB-PD</td>
<td>$1,499</td>
</tr>
</tbody>
</table>

- The costs of required textbooks are not included in the tuition cost and are the responsibility of the student. Refer to the CCEI website for required textbook information.
- Students who have completed less than 1% of the coursework have a five (5) day grace period to withdraw and receive a full refund of Tuition Cost and Application Fees. Students requesting withdrawal thereafter are subject to the terms of the CCEI Refund Policy. Application Fees are considered non-refundable after the five (5) day grace period. Please refer to the CCEI Refund Policy for details and procedures.
- CCEI does not grant the Child Development Associate (CDA) credential. That is done by the Council for Professional Recognition. CCEI’s CDA programs meet the coursework requirement of the credential and the Council has other requirements unrelated to CCEI’s programs.
- CCEI is not a degree granting institution and does not grant college credit. CCEI does have partnerships with a number of colleges and universities for articulation credit of CCEI coursework. See the CCEI website for a complete list of these partnerships and how each one works.
- Students are encouraged to contact their state licensing agency to confirm that the certificate program of interest is accepted to meet state licensing requirements.

*Tuition, fees, and pricing are subject to change at any time.*