Introduction

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 reading and understanding.

The CCEI Student Handbook incorporates references to 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 https://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.

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 college credit eligible programs of study with CCEI 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.

Completing a course or certificate program is not a guarantee of employment. Completing a course or program in a language other than English may reduce employability where English is required.
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.

Hours of Operation:

<table>
<thead>
<tr>
<th>Business Hours:</th>
<th>Student Help Desk Hours:</th>
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<tr>
<td>8 am to 5 pm EST, Monday through Friday</td>
<td>8 am to 6 pm EST, Monday through Friday</td>
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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.

Contact:

Phone Number: (800) 499-9907
Website: www.cceionline.com

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 username and password to log into the FAME System and clicking on the Resource Library link.

Legal Control:

CCEI is a Limited Liability Corporation owned by StraighterLine.
## Holiday and Office Closure Schedule 2024

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Day of the Week</th>
<th>Date</th>
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<tbody>
<tr>
<td>New Year’s Day</td>
<td>Monday</td>
<td>January 1st</td>
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<tr>
<td>Martin Luther King Jr. Day</td>
<td>Monday</td>
<td>January 15th</td>
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<tr>
<td>President’s Day</td>
<td>Monday</td>
<td>February 19th</td>
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<tr>
<td>Memorial Day</td>
<td>Monday</td>
<td>May 27th</td>
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<tr>
<td>Juneteenth</td>
<td>Wednesday</td>
<td>June 19th</td>
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<tr>
<td>Independence Day</td>
<td>Thursday</td>
<td>July 4th</td>
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<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 2nd</td>
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<tr>
<td>Columbus Day</td>
<td>Monday</td>
<td>October 14th</td>
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<tr>
<td>Veterans Day</td>
<td>Monday</td>
<td>November 11th</td>
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<tr>
<td>Thanksgiving Day</td>
<td>Thursday</td>
<td>November 28th</td>
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<tr>
<td>Day After Thanksgiving</td>
<td>Friday</td>
<td>November 29th</td>
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<tr>
<td>Christmas Eve</td>
<td>Tuesday</td>
<td>December 24th</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Wednesday</td>
<td>December 25th</td>
</tr>
<tr>
<td>New Year’s Eve</td>
<td>Tuesday</td>
<td>December 31st</td>
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</tbody>
</table>
Vision and Mission Statements

The CCEI Vision and Mission statements reflect our commitment to the child care industry, its employees, 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 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, Approvals, and Authorizations:

Accreditation:

ChildCare Education Institute (CCEI) is Accredited by the Distance Education Accrediting Commission (DEAC). The U.S. Department of Education lists the DEAC as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation.

Approval and Authorizations:

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

Student Services and Advisement:
The Student Services Department is responsible for advising students on general administrative issues. In addition, all CCEI staff members are responsible for directing students to other departments for assistance when necessary.

Student Help Desk Hours:
8 am to 6 pm EST, Monday through Friday

Education Coaches:
Education coaches are available for consultation, academic/training progress, and other professional development issues for students enrolled in certificate programs of study. Education Coaches are available outside of regular hours by appointment only.

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

After successful completion of one unit of coursework (or the equivalent) in any Education Coach supported program of study, a Student may complete a Request for Change of Education Coach form and submit it to Student Services 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 their 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 it 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 and phone, 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 email to studentservices@cceionline.com or through the student portal. 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 email to studentservices@cceionline.com or through the student portal, 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 and email (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 and email before the withdrawal will be processed. See the appropriate CCEI Refund and Withdrawal Policy for complete withdrawal instructions and procedures.
Online 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 email. Student acknowledges that he/she is responsible for obtaining confirmation of withdrawal notification and receipt of the form.
- Students who withdraw within 5 days (considered the ‘grace period’) of enrollment and who have completed less than 1% of the Program will receive a full refund of Tuition Cost and Application Fees.
- Students who withdraw after the grace period or who have completed at least 1% of their Program, 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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<tr>
<th>Greater Of:</th>
<th>% of Program Completion</th>
<th>% of Tuition Cost Refunded or Abated</th>
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<tbody>
<tr>
<td>Enrollment Period</td>
<td>% of Program Completion</td>
<td>% of Tuition Cost Refunded or Abated</td>
</tr>
<tr>
<td>Less than 5% of allowable days</td>
<td>Less than 5%</td>
<td>95%</td>
</tr>
<tr>
<td>5-10% of allowable days</td>
<td>5-10%</td>
<td>90%</td>
</tr>
<tr>
<td>10-25% of allowable days</td>
<td>10-25%</td>
<td>75%</td>
</tr>
<tr>
<td>26-50% of allowable days</td>
<td>26-50%</td>
<td>50%</td>
</tr>
<tr>
<td>Over 50% of allowable days</td>
<td>Over 50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- 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 completion 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.
Online 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 https://www.cceionline.com/. 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.)
Information Release

Transcript Requests:

Requests for transcripts are made to the Student Services 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 via email to studentservices@cceionline.com or through the student portal 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 verifying their enrollment as documentation from the Student Services Department for student discounts, insurance, loan deferments, or other purposes. The student must complete and return an Enrollment Verification Request form with payment to Student Services. 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. There is a fee of $10.00 for each Enrollment Verification request. This form can be found in the Appendix section of this Handbook and in the Student Resource Center.

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.
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.

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 Student Services 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 Student Services. The Student Grievance Form can be found in the Appendix section of the Student Handbook. Student Services 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 Student Services, 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 (NPEC)
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084
(770) 414-3300
gnpec.georgia.gov

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

NPEC complaints can be submitted here and DEAC complaints can be submitted 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 password.
- 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, emails, or assignments, may indicate academic integrity problems.
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.

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 Student Services 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).
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.

- **Inappropriate Use of Technology**: Unauthorized use of email, 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, email, 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 members, as well as the integrity of CCEI’s communication systems, intellectual property, and licensed materials. CCEI resources, including email, 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. Suppose it is determined that sufficient evidence exists to pursue charges against the accused student. In that case, 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 of the concern via email 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 email 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 their 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.
Program Deadlines and Extensions

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 their 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 coursework 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 the 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.

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.
- d) A serious health condition of the student which renders them unable to participate in their coursework.

Extension Procedure:

To request an extension, students must complete the Extension Request form and submit it to the Student Services Department for processing via email to studentservices@cceionline.com or through the student portal, along with documentation substantiating the student’s request, within 14 days of the qualifying event. Students will only be allowed one (1) extension request per course of study. The Extension Request Form can be found in the Appendix section of this Handbook and the Student Resource Center.

The Student Services Department must approve all extension requests. 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 for reinstatement must be submitted to the Student Services Department within six (6) 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 to the Student Services Department via email to studentservices@cceionline.com or through the student portal. The Request for Reinstatement Form can be found in the Appendix section of this handbook and 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 the time frame given to complete the program will be determined by reviewing the amount of remaining coursework specified in the Offer of Reinstatement. The Offer of Reinstatement must be signed by the student and returned to the CCEI Student Services 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.
Education Coaches

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**

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.

**Norma Urrutia**

**Nancy Morreti**
Non-Degree Certificate Programs of Study

The following is a list of CCEI’s Non-degree Certificate Programs of Study. More information can also be found here.

Online Child Care Certificate Programs & CDA Courses:

1) Instructor-Supported CDA Family Child Care Certificate (English and Spanish)
2) Instructor-Supported CDA Infant-Toddler Certificate (English and Spanish)
3) Instructor-Supported CDA Preschool Certificate (English and Spanish)
4) Self-Study CDA Family Child Care Certificate (English and Spanish)
5) Self-Study CDA Infant-Toddler Certificate (English and Spanish)
6) Self-Study CDA Preschool Certificate (English and Spanish)
7) CDA Credential Renewal Certificate – Infant-Toddler (English and Spanish)
8) CDA Credential Renewal Certificate – Preschool (English and Spanish)
9) CDA Credential Renewal Certificate – Family Child Care (English and Spanish)
10) Florida Child Care Professional Credential (FCCPC) (English and Spanish)
11) Florida Child Care Professional Credential (FCCPC) School-Age Certificate
12) Florida Child Care Professional Credential (FCCPC) Renewal Certificate (English and Spanish)
13) Infant-Toddler Certificate

Administrator Programs:

14) Director’s Certificate
15) Director’s Certificate Renewal
16) Florida Director’s Certificate Renewal
17) Georgia Director’s Certificate
18) Texas Director’s Credential
19) Texas Director’s Credential Renewal

Professional Development Certificate Programs:

20) Georgia Health and Safety Certificate – 10 Hours
21) Oklahoma Health and Safety Pre-Service Certificate
22) CCDBG Health & Safety Training for ECE Professionals in Nevada
23) Basic Center Management Certificate
24) Basic Principles of Child Development
25) Budgeting and Risk Management Certificate
26) Child Care Orientation Certificate
27) Communication and Interpersonal Skills Certificate
28) Diversity and Multiculturalism Certificate
29) Health and Hygiene Certificate
30) Special Needs and Inclusive Education Certificate
31) Infant-Toddler Orientation Certificate
32) Mandated Reporter Certificate
33) Positive Guidance Certificate
Program Outcomes

**Instructor-Supported CDA Certificate (English and Spanish):**

*Program Settings: Infant-Toddler/Preschool/Family Child Care*

Upon satisfactorily completing the Instructor-Supported CDA Certificate program, students should be able to:

- 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

**Self-Study CDA Certificate (English and Spanish):**

*Program Settings: Infant-Toddler/Preschool/Family Child Care*

Upon satisfactorily completing the Self Study CDA Certificate program, students should be able to:

- 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

**CDA Renewal Certificate (English & Spanish):**

*Program Settings: Infant-Toddler/Preschool/Family Child Care*

Upon satisfactory completion of the Infant-Toddler CDA Renewal Certificate students should be able to:

- Define the requirements to establish and maintain a safe, healthy learning environment for infants and toddlers
- 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

Florida Child Care Professional Credential (FCCPC) Certificate (English & Spanish):

Upon satisfactorily completing the FCCPC Certificate program, students should be able to:
• Demonstrate the completion of 480 contact hours in an early childhood setting
• Demonstrate knowledge of basic principles of child growth and development
• Identify the components to advance the physical, cognitive, communicative and creative development of young children
• Demonstrate the ability to create a developmentally appropriate learning environment that is safe, healthy, respectful, and supportive of children and families
• Identify the requirements of a safe, healthy learning environment for young children
• Demonstrate the ability to develop educational programs that promote the social and emotional development of children
• Define positive guidance techniques to support appropriate social and emotional development of young children
• Define emotional and cognitive development
• Demonstrate the ability to develop educational programs that improve motor, language, and cognitive development of children, including literacy development
• Demonstrate the ability to promote involvement and positive relationships with families and communities
• List the guidelines to establish productive relationships with families
• Demonstrate an understanding of and ability to apply the principles of screening and assessment of young children

Florida Child Care Professional Credential (FCCPC) School-Age Certificate:

Upon satisfactorily completing the FCCPC School-Age Certificate program, students should be able to:
• Demonstrate knowledge of basic principles of child growth and development
• Demonstrate how to establish and maintain a safe and healthy learning environment
• Demonstrate knowledge of the advancement of physical and intellectual competence of school-age children
• Demonstrate knowledge of how to support the social and emotional development of school-age children
• Demonstrate how to support and provide guidance for school-age children
• Demonstrate the ability to promote positive and productive relationships with families
• Demonstrate the components necessary to ensure a well-run, purposeful program responsive to participant needs
• Demonstrate the ability to maintain a commitment to professionalism
Florida Child Care Professional Credential (FCCPC) Staff
Credential Renewal Certificate (English & Spanish):

Upon satisfactorily completing the Florida Child Care Professional Credential (FCCPC) Staff Credential Renewal Certificate program of study, students should be able to:

- Demonstrate ways to employ the NAEYC Code of Ethical Code 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
- Identify the purpose of therapy for children with attention disorders
- Identify the purpose of various assessment tools
- Define social development, emotional development, and temperament
- Identify the roles of parents and child care providers in providing guidance to children
- Recognize the role of empathy in communication
- Identify important strategies for increasing retention through internal marketing and parent communication

Infant-Toddler Certificate:

Upon satisfactorily completing the Infant-Toddler Certificate program, students should be able to:

- 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
**Director’s Certificate:**

Upon satisfactorily completing the CCEI Director’s Certificate program, students should be able to:

- Identify key considerations for developing a child care center philosophy
- Define the developmentally appropriate classroom
- Identify the reasons that nutrition is important in an early childhood education setting
- Identify common hazards throughout the school facility
- Identify the goals of multicultural education
- Define performance-based assessment
- List the benefits of teamwork in the early childhood environment
- Identify the characteristics of a leader
- Identify negative communication strategies
- Define and identify key elements of an operating budget
- Identify important strategies for increasing retention through internal marketing and parent communication
- Identify various forms of child advocacy

**Director’s Certificate Renewal:**

Upon satisfactorily completing the CCEI Director’s Certificate program, students should be able to:

- Identify the importance of effective management systems
- Define the components required to effectively administer a program of personnel management and staff development
- Define 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
- Discover how to use active learning across the early childhood curriculum
- Identify strategies for creating a “bully-free” child care environment
- Define proper criteria for selecting foods and food vendors
- Identify proper policies and procedures for storing foods
- Define the meaning of pandemic
- Identify external/internal motivators that are utilized to heighten leadership effectiveness
Florida Director’s Certificate Renewal Certificate:
Upon satisfactorily completing the Florida Director’s Certificate Renewal program, students should be able to:

- Identify key considerations for developing a child care or daycare center philosophy
- Identify effective marketing tools for child care centers
- Define the developmentally appropriate curriculum
- List the needs of a child care center and locate national agencies who may be able to provide assistance
- Identify concepts and traits associated with developmental domains
- Identify the purpose of the Child and Adult Care Food Program (CACFP)
- Define safety standards and practices in the infant/toddler classroom
- Identify safe practices for reducing the spread of infectious diseases in the early childhood setting
- List center procedures for transporting children to ensure the implementation of safe practices
- Identify the goals of multicultural education
- Define how to build empowered teams
- Identify the differences between statutes and regulations
- Identify important strategies for increasing retention through internal marketing and parent communication
- Identify various forms of child advocacy
- List three ways teachers can communicate with parent

Georgia Director’s Certificate:
Upon satisfactorily completing the Georgia Director’s Certificate program, students should be able to:

- Identify key considerations for developing a center philosophy
- Identify the differences between statutes, regulations, and guidelines
- Define the developmentally appropriate classroom
- Identify the reasons that nutrition is important in an early childhood education setting
- Identify common hazards throughout the school facility
- Identify the goals of multicultural education
- Define performance-based assessment
- List the benefits of teamwork in the early childhood environment
- Identify the characteristics of a leader
- Identify negative communication strategies
- Define and identify key elements of an operating budget
- Identify effective marketing tools for child care centers
- Identify important strategies for increasing retention through internal marketing and parent communication
- Identify various forms of child advocacy
Texas Director’s Certificate:
Upon satisfactorily completing the Texas Director’s Certificate program, students should be able to:

- Identify key considerations for developing a child care or daycare center philosophy
- Identify a child care or daycare center’s director’s role in budgeting
- Define and demonstrate understanding of the term “culture of improvement”
- Define early childhood development
- Identify the reasons that nutrition is important in an early childhood education setting
- Identify common hazards throughout the school facility
- Identify the goals of multicultural education and inclusion
- Define performance-based assessment
- List the benefits of teamwork in the early childhood environment
- Define the communication loop and identify barriers to communication
- Identify physical, cognitive, social and emotional techniques for stress management
- Identify and put into practice Texas child care center safety requirements and Minimum Standards
- Define a balanced child care or daycare center budget
- Describe the role of an advocate
- Identify elements that are important when planning a family event

Texas Director’s Certificate Renewal:
Upon satisfactorily completing the Texas Director’s Certificate Renewal program, students should be able to:

- Demonstrate ways to employ the NAEYC Code of Ethical Code Conduct to validate professional standards for children, families, staff, and community
- Identify essential aspects of the Texas Minimum Standards for Child Care Centers regarding administration and communication
- Identify strategies for creating an eco-friendly child care center with regard to food, water, energy, transportation, and waste reduction
- Identify methods for promoting oral language development through play, conversation, and appropriate modeling
- Identify appropriate communication strategies for working with parents
- List the behaviors children exhibit which indicate the possibility or probability of abuse in the family
- Identify SIDS Risk Reduction Recommendations
- Identify strategies and practices for preventing Shaken Baby Syndrome in the child care setting
- Identify the purpose and general contents of a nutrition policy
- Identify common diseases caused by bloodborne pathogens
- Define elements within the workplace that are tied to employee happiness that directly effect job performance
- List the benefits of teamwork in the early childhood environment
- Identify personal career goals
Georgia Health and Safety Orientation Training – 10 Hours

Certificate:
Upon satisfactorily completing the Oklahoma Health and Safety Pre-Service Certificate program of study, students should be able to:

- Define key terms and identify recommended practices for reducing risks in the indoor environment
- Identify potential hazards in the indoor environment
- Identify recommended strategies and practices for promoting toy safety
- Identify recommended practices for promoting safe, appropriate behaviors through positive child-teacher interaction
- Identify important safety factors specific to the infant-toddler environment, including choking hazards and equipment safety
- Identify basic practices for reducing the risk of Sudden Unexpected Infant Death (SUID) and Sudden Infant Death Syndrome (SIDS)
- Identify best practices for storing and reducing the risk of poisoning or other exposure to hazardous chemicals
- Identify causes, symptoms, effects, and strategies for preventing Shaken Baby Syndrome
- Identify key terms and recommended best practices for reducing risks in the outdoor play environment
- Identify recommended practices for supervising and interacting with children in the outdoor environment
- Identify and demonstrate an understanding of safe transportation practices in the early care environment, including entering, riding in, and exiting vehicles and proper use of child restraint systems
- Identify recommended practices for planning and managing field trips with young children
- Define and/or identify key terms and facts related to infectious disease
- Identify rationale and recommended policies regarding childhood and staff vaccinations
- Demonstrate understanding of recommended hand-washing procedures and the importance of hand-washing as a means to control or prevent the spread of infectious disease
- Identify purpose and basic procedures of the Daily Health Check
- Identify recommended practices for managing illness in the early care environment, including policies for excluding children from group care
- Define the eight major food allergens
- Demonstrate understanding of best practices for preventing food-allergy reactions
- Identify differences between cleaning, sanitizing, and disinfecting and relevant practices related to each
- Define various types of medications
- Identify basic policies and procedures for administering medication in the early care environment
- Identify recommended practices for safe handling, storage, dispensation, and disposal of medications
- Demonstrate understanding of the Seven Rights of Medication Administration
- Identify policies for managing errors, accidents, and adverse reactions related to medication administration
- Identify recommended policies, procedures, and practices for conducting evacuation drills in the early care environment
• Identify recommended policies and practices for mitigating and/or managing disasters in the early care environment
• Identify staff roles and responsibilities with regard to disaster preparation
• Define a variety of terminology related to child development (e.g. tracking, hand-eye coordination, spatial awareness, emotional literacy, etc.)
• Identify major developmental milestones related to movement and fine motor skills from birth through age five
• Identify major developmental milestones associated with the senses from birth through age five
• Identify important cognitive development milestones between the birth and age five
• Identify elements of language development in children from birth to age five
• Identify important milestones in the development of social skills for children from birth to age five
• Identify important milestones related to emotional development of children from birth to age five
• Identify developmentally appropriate activities and strategies for promoting development in young children across all domains of development
• Define the term mandated reporter
• Identify signs of potential physical abuse
• Differentiate between various forms of emotional abuse
• Identify basic characteristics of sexual abuse
• Define major types and identify indicators of child neglect
• Define battered child syndrome
• Identify common behaviors of abusive parents
• Identify proper procedures and practices for effective documentation and reporting of child abuse

Oklahoma Health and Safety Pre-Service Certificate:
Upon satisfactorily completing the Oklahoma Health and Safety Pre-Service Certificate program of study, students should be able to:

• 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 childcare 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

CCDBG Health & Safety Training for ECE Professionals in Nevada:
Upon satisfactorily completing the CCDBG Health & Safety Training for ECE Professionals in Nevada certificate program of study, students should be able to:

• Identify required standards and recommended safety practices related to the administration of medication
• Recognize steps to take to prevent and respond to emergencies 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

Basic Center Management Certificate:
Upon satisfactorily completing the Basic Center Management Certificate program, students should be able to:

• Identify key considerations for developing a 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:
Upon satisfactorily completing the Basic Principles of Child Development Certificate program, students should be able to:

• Identify 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 development
• Identify major theories and works of prominent early childhood theorists
• 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 theorists

**Budgeting and Risk Management Certificate:**
Upon satisfactorily completing the Budgeting and Risk Management Certificate program, students should be able to:

- Identify key elements of an 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 budget development process, including scheduling and other organizational issues
- Demonstrate knowledge about developing a fee structure and increasing revenue
- 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

**Child Care Orientation Certificate:**
Upon satisfactorily completing the Child Care Orientation Certificate program, students should be able to:

- Identify common health and safety hazards in the early childhood setting
- Identify signs of child abuse and requirements for mandated reporters
- Identify recommended health, hygiene, and fitness practices
- Identify basic principles of early childhood development
- Identify indicators of effective curriculum
- Identify developmentally appropriate activities across a range of content areas
- Identify key issues and recommended practices with regard to diversity and inclusion, and special needs inclusion in the early childhood environment

**Communication and Interpersonal Skills Certificate:**
Upon satisfactorily completing the Communication and Interpersonal Skills Certificate program, students should be able to:

- Identify the components of successful communication among parents, children, and staff
- List examples of communication skills and their appropriate use in the early childhood setting
- Describe the role of the early childhood educator as an advocate and the benefits of effective advocacy
- Identify methods of marketing and promoting an early childhood program
- List characteristics of and strategies for implementing early childhood program good customer service
Diversity and Multiculturalism Certificate:
Upon satisfactorily completing the Diversity and Multiculturalism Certificate program, students should be able to:

- 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 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

Health and Hygiene Certificate:
Upon satisfactorily completing the Health and Hygiene Certificate program, students should be able to:

- 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
Special Needs and Inclusive Education Certificate:
Upon satisfactorily completing the Inclusion and Special Needs Certificate program, students should be able to:
- 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 affects 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 Orientation Certificate:
Upon satisfactorily completing the Infant-Toddler Orientation Certificate program, students should be able to:
- Identify typical developmental milestones for children age birth–36 months
- 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

Mandated Reporter Certificate:
Upon satisfactorily completing the Mandated Reporter Certificate program, students should be able to:
- 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
Positive Guidance Certificate:
Upon satisfactorily completing the Positive Guidance Certificate program, students should be able to:

- 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 make appropriate choices
- Identify strategies for setting limits while promoting autonomy and exploration
- Identify techniques for mitigating or discouraging inappropriate and unacceptable behaviors
- Evaluate the 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

Staff Leadership Certificate:
Upon satisfactorily completing the Staff Leadership Certificate program, students should be able to:

- 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
Appendix: Forms
Education Coach Transfer Request Form
To be completed by the Student (please type or print legibly)

Date of Request: __________________________ Student ID: __________________________

Student Name: ________________________________________________________________

Address: _________________________________________________________________
Street
City State Zip

Home Phone: (____) _____ - _______ Daytime Phone: (____) _____ - _______

Email Address/User Name: ______________________________________________________

Current Certificate Program: __________________________________________________

Current Education Coach Name: _________________________________________________

Reason for Transfer Request: __________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I have read and understand the Education Coach Transfer Process as outlined in the
Student Handbook.

__________________________________________ __________________________
Student Signature Date

Submit Completed Forms:
• Through the Student Portal on FAME
• By Email to studentservices@cceionline.com

<table>
<thead>
<tr>
<th>Student Services:</th>
<th>Approval Signature:</th>
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<tbody>
<tr>
<td>Date Received: _______</td>
<td></td>
</tr>
<tr>
<td>FAME ID#: _______</td>
<td></td>
</tr>
<tr>
<td>Enrollment Date: ________________________</td>
<td></td>
</tr>
<tr>
<td>% of Program Completed: ________________________</td>
<td></td>
</tr>
<tr>
<td>Eligible for EC Transfer: □ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>New EC Name: ________________________</td>
<td></td>
</tr>
<tr>
<td>Date EC Notified: ________________________</td>
<td></td>
</tr>
</tbody>
</table>

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Enrollment Verification 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: (____) ______-_________

Email Address/User Name: ___________________________________________

Current Certificate Program: ___________________________________________

Send the letter to:

__________________________________________________________________

Name

Mailing Address

City         State        Zip

I authorize the release of a letter verifying my enrollment in the online certificate program named above with ChildCare Education Institute (CCEI) to the address listed above.

__________________________________________________________________

Student Signature           Date

-----------------------------------------------------------------------------------------------------------------------------
For Internal Use Only

Fame ID: _______________________

Date Received: _______________________

Date Letter Emailed: _______________________

__________________________________________________________________

Student Services Signature
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: ____________________________________

Name: ____________________________________

__________________________________________  __ ___________________
Student Signature                  Date

Submit Completed Forms:
• Through the Student Portal on FAME
• By Email to studentservices@cceionline.com
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: (____) _______ - _______

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:

/ 
Exp. Date CVV Code Zip Code

Card Holder’s Name (Please Print)

Card Holder’s Signature (Required)

For Internal Use Only:

Fame ID: ________________________________
Date Received: __________________________
Verification Fee Paid: ____________________

Accounting Signature

Date Letter Mailed: _____________________

Approval Signature
Student Grievance Form
To be completed by the Student (please type or print legibly)

Date of Request: ________________________

Student Name:

First Name: ___________________________

Middle/Former: _______________________

Student ID: ____________________________

Address:

Street: _______________________________________

City: __________________________ State: ________ Zip: __________

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

Email Address: ________________________________________

Current Certificate Program:

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.)

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Student suggestion for grievance resolution:

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Student Signature: __________________________

Date: __________________________

Submit Completed Forms:
- Through the Student Portal on FAME
- By Email to studentservices@cceionline.com

For Internal Use Only

Information:
Date Received: ____________
Date or Initial Contact: ______
Comments: _______________________

Action Taken:
____________________________________
____________________________________
____________________________________

Approvals:
Forwarded to Executive Team for Review? ☐ Yes, When:__________
☐ No
Date Resolved: ____________

Signature: __________________________

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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: (____) ______-_______

Email Address: __________________________________________________________

Current Certificate Program: ______________________________________________

Current Education Coach Name: _____________________________________________

Reason for Extension Request:
(Please submit documentation along with this form to substantiate your request)
☐ The birth of the child of the student.
☐ The placement of a child with the student for adoption.
☐ A serious health condition of the student’s child, spouse, parent, or spouse’s parent
     necessitating the student’s presence. (Supporting documentation must be provided.)
☐ A serious health condition of the student which renders them unable to participate in their
     coursework. (Supporting documentation must be provided.)

I have read and understand the Extension Request Process as outlined in the
Student Handbook.

__________________________________________________________________________

Student Signature                                                      Date

Submit Completed Forms:
• Through the Student Portal on FAME
• By Email to studentservices@cceionline.com

For Internal Use Only

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<tr>
<th>Student Services:</th>
<th>Approval Signature:</th>
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<td>Date Received:</td>
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<tr>
<td>FAME ID:</td>
<td></td>
</tr>
<tr>
<td>Enrollment Date:</td>
<td></td>
</tr>
<tr>
<td>% of Program Completed:</td>
<td></td>
</tr>
<tr>
<td>Eligible for Extension: ☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Date Updated in FAME:</td>
<td></td>
</tr>
<tr>
<td>Date EC Notified:</td>
<td></td>
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Official Withdrawal 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: (____) _____ - _______

Email Address: _________________________________________

School/Agency Name: __________________________________________

Product Type: ☐ Certificate Program ☐ Center Subscription
☐ Individual Subscription ☐ PD Block Hours

Certificate Program Name: __________________________________________

Reason for Withdrawal Request: ☐ Leaving the Industry ☐ Medical Issue
☐ Technology Issue ☐ Funding Issue ☐ 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 Internal Use Only

<table>
<thead>
<tr>
<th>Student Services:</th>
<th>Approval Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received: ___________________________</td>
<td>Enrollment Tuition Paid: ___________________________</td>
</tr>
<tr>
<td>FAME ID#: ___________________________</td>
<td>Eligible Refund Amount: ___________________________</td>
</tr>
<tr>
<td>Enrollment Date: ___________________________</td>
<td>Refund To Be Issued To: ☐ Student ☐ Agency</td>
</tr>
<tr>
<td>% of Program Completed: ___________________________</td>
<td>Date Refund Issued: ___________________________</td>
</tr>
<tr>
<td>Eligible for Refund: ☐ Yes ☐ No</td>
<td>Amount Refunded: ___________________________</td>
</tr>
<tr>
<td>% of Tuition Refunded: ___________________________</td>
<td>Date Program/Hours Removed: ___________________________</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Accounting Signature:</th>
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<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>
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: (___) ___-_______

Email Address: ______________________________________________________________________

Current Certificate Program: ____________________________________________________________

Current Education Coach Name: ____________________________________________________________

I have read and understand the Reinstatement Request Process as outlined in the Student Handbook.

____________________________________________________________________________________
Student Signature                                          Date
____________________________________________________________________________________

Submit Completed Forms:
- Through the Student Portal on FAME
- By Email to studentservices@cceionline.com

For Internal Use Only

Student Services:
Date Received: ____________________________
FAME ID#: ____________________________
Enrollment Date: ____________________________
% of Program Completed: ____________________________
Reinstatement Fee: ____________________________
Date Reinstatement Offer Sent: ____________________________
Program Reinstated: ☐ Yes ☐ No
New Program End Date: ____________________________
Date EC Notified: ____________________________
Date Student Notified: ____________________________

Accounting Signature:
Amount Paid: $ ____________________________

Approval Signature:
Transfer of Professional Development Courses 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: (___) ____-______

Email Address: ____________________________________________________________

Current Certificate Program: ________________________________________________

Education Coach Name: ____________________________________________________

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 Internal Use Only

Student Services:
Date Received: ____________________________
FAME ID#: ________________________________
Enrollment Date: __________________________
Transcript Reviewed: ______________________
# of Courses Approved for Transfer: __________
Date Courses Transferred: _________________
Student Notified: ________________

Approval Signature: