2026 CATALOG

1/1/26 - 12/31/26

(VERSION 3.0 - 3/9/2026)

THEORIA
Technical College

5857 Owens Avenue, Suite 300, Carlsbad, CA 92008

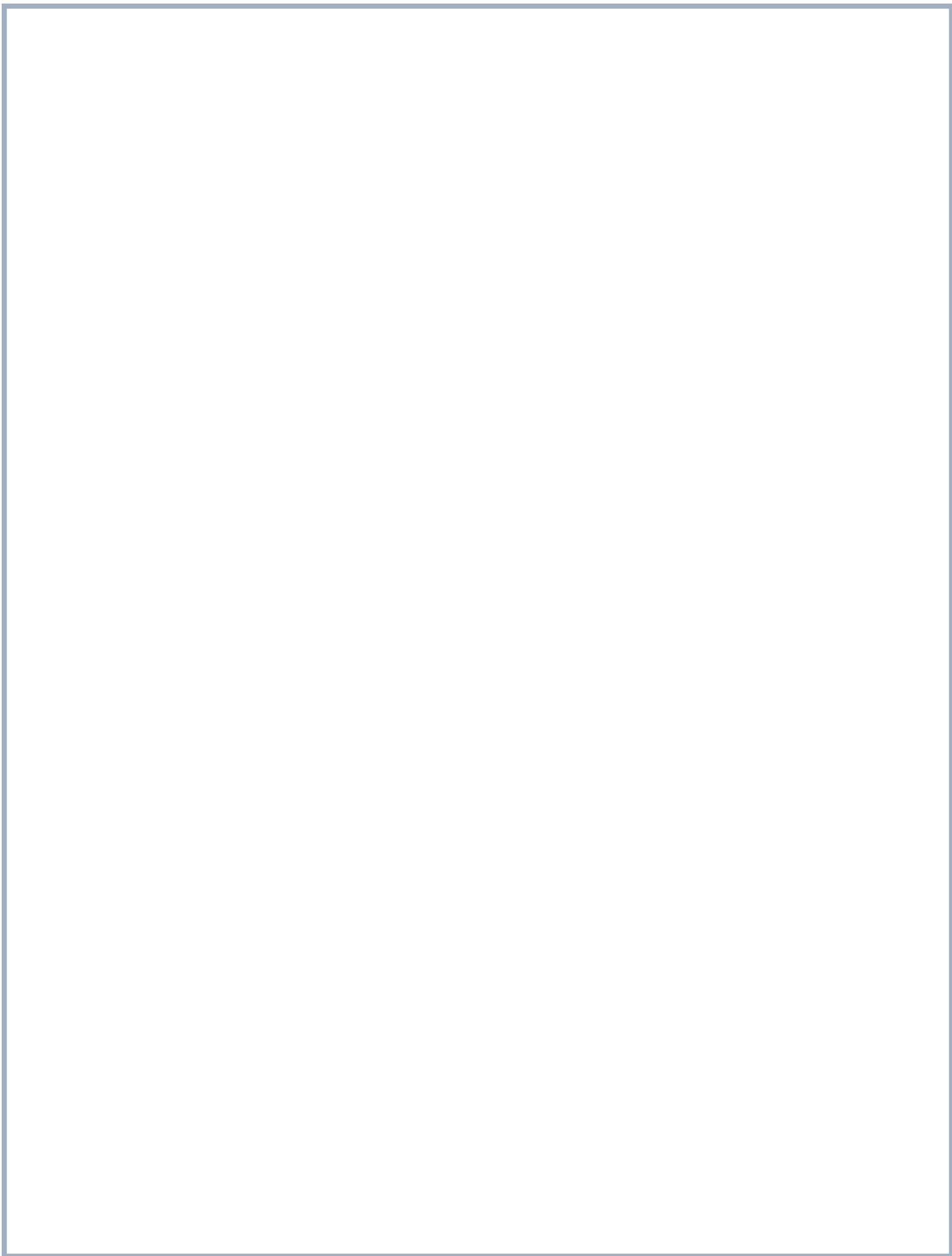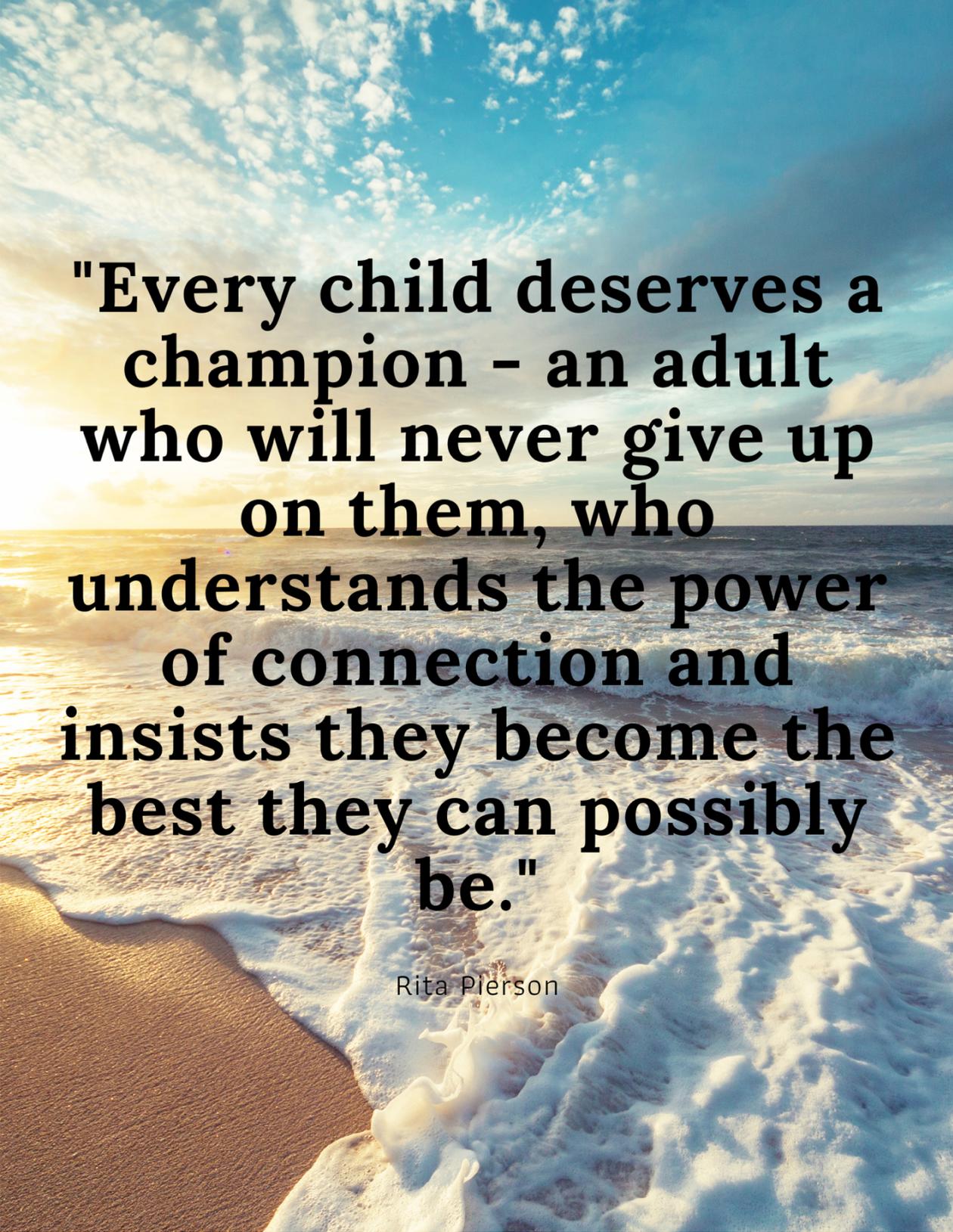Theoriatechnical.com

760-487-8436

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"Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

Rita Pierson

THEORIA TECHNICAL COLLEGE

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

HISTORY

Theoria Technical College was founded in 2016 to address the staffing needs of childcare programs across the state. Initially offering Industry-required Certificate Programs, it expanded its offerings by introducing an associate degree program in October 2018, emphasizing its relevance to those pursuing early childhood education.

OUR PROGRAMS

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

OUR GOAL

The goal of Theoria Technical College is to provide quality early childhood education programs that develop highly effective educators. Offering job-oriented training, innovative learning environments, and pathways to associate degrees and certificates, empowering students to positively impact their communities.

WELCOME

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

- Preparing courses of study where the learning is reflective of what is expected in the early childhood development classroom. The method of learning is through lessons which have been prepared by the faculty with consultation from the child development community and professionals.

- Providing courses that are taught by professionals who not only have excelled academically in the field of early childhood education but also have hands-on experience working in the field of early child development.

- Recruiting for our faculty, practicing business professionals who, thanks to their solid educational credentials and strong desire to teach, provide a unique education that is immediately useful on the job.

REQUIRED STATEMENTS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, PO Box 980818,

West Sacramento, CA 95798-0818. Phone number (916) 431-6959. Toll Free Phone Number: (888) 370-7589. Main Fax Number (916)236-1897. Website www.bppe.ca.gov. Email bppe@dca.ca.gov.

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

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

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

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

PUBLIC DISCLOSURE STATEMENT

Theoria Technical College is committed to transparency, integrity, and accuracy in all information shared with students, faculty, the public, and regulatory agencies. This catalog has been prepared to provide current and prospective students with clear, accurate, and comprehensive information about the institution's mission,

academic programs, policies, fees, services, and operational standards.

The information contained herein is effective as of the date of publication and is subject to change. Theoria Technical College reserves the right to revise or update the contents of this catalog as necessary to reflect changes in policy, curriculum, accreditation, or regulation. Any such updates will be made available on the official college website: www.theoriatechnical.com.

Theoria Technical College is approved to operate by the Bureau for Private Postsecondary Education (BPPE) and is pursuing institutional accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC). Any updates regarding accreditation status will be disclosed publicly through the website and in future catalog editions.

For the most up-to-date information, policies, or procedures, please consult the college's website or contact the Office of Student Services at (760) 487-8436.

APPROVALS AND AFFILIATIONS

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

Theoria Technical College degree program and certificate programs is recognized by the State of California, Department of Social Service, Community Care Licensing Division, Title 22 Rules and Regulations for Child Care Centers under section 101215.1(i)-101216.1(d), which fulfills certain employment qualifications in the child care field: https://www.cdss.ca.gov/inforesources/letter s-regulations/legislation-and-regulations/community-care-licensing-regulations/child-care

Theoria is not accredited by an accrediting agency recognized by the United States Department of Education. Therefore a degree program from this institution is not recognized for accredited related employment positions.

BANKRUPTCY STATUS

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

CATALOG OF ENTRY

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

If any program requirements are changed, students already enrolled will be protected

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

ACADEMIC FREEDOM

Freedom in Research and Publication Faculty and students are entitled to full freedom in conducting research and publishing results, provided they meet their assigned academic responsibilities. Research conducted for financial gain must be done in consultation with and with approval from institutional authorities.

Freedom in the Classroom Faculty are entitled to freedom in the classroom when discussing content relevant to their subject. They are expected to maintain academic integrity by avoiding the introduction of unrelated controversial material that does not align with course objectives.

Freedom of Expression as Citizens College instructors are citizens, scholars, and representatives of an educational institution. When speaking or writing as private citizens, they should be free from institutional censorship or discipline. However, they are expected to be mindful of their role as professionals whose public statements may reflect upon their profession and institution. As such, faculty should: - Be accurate in all statements - Exercise appropriate restraint - Show respect for differing opinions - Clarify when they are not speaking on behalf of the institution

Institutional Conduct and Responsibilities Actions by faculty, staff, students, or visitors that obstruct teaching, research, or learning, or that create imminent danger to persons or property, may result in disciplinary action,

including suspension, dismissal, or exclusion from the College.

Due Process and Grievance Protection To ensure academic freedom is meaningfully protected, all faculty and students have access to a clearly defined due process procedure for addressing concerns related to violations of this policy. Alleged infringements on academic freedom will be investigated fairly, promptly, and in accordance with the College's established grievance process as outlined in the Faculty Handbook. Retaliation against individuals exercising their academic freedom is strictly prohibited.

AFFIRMATIVE ACTION STATEMENT

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

OUR MISSION STATEMENT

Theoria Technical College is dedicated to providing high-quality, accessible, and innovative early childhood education programs that prepare students for successful careers as skilled and ethical early educators.

We foster a dynamic learning environment focused on practical, job-oriented training, ensuring that our graduates excel in meeting the needs of diverse communities. Our programs lead to an associate degree and certifications that address critical workforce development demands while empowering students to pursue lifelong learning and professional growth.

Through a commitment to academic excellence and inclusive education, Theoria Technical College empowers students to

transform not only their own lives but also the communities they serve, contributing to a more equitable and impactful future.

OUR PHILOSOPHY

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

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

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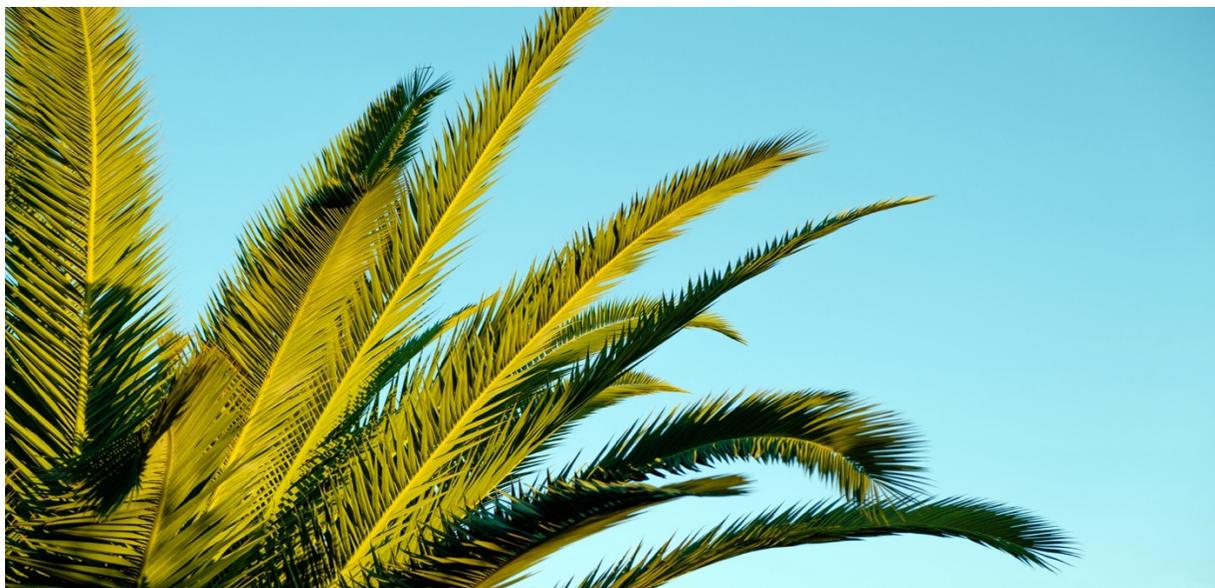
APPROVED PROGRAMS

ASSOCIATES DEGREE PROGRAM IN EARLY CHILDHOOD EDUCATION

Early Childhood Education Program	Units	Total Learning Hours	Years
Associate's degree in early childhood education	60	2700	2

Early Childhood Education Courses	Units per Course	Total Learning Hours per Course	Weeks per Course
EEAS Core (6 Courses)	3	135	5
EEAS Electives (7 Courses)	3	135	5
General Education (9 Courses)	3	135	5

EEAS Core includes:
EEAS-101 - The Developing Person, Childhood & Adolescence
EEAS-102 - Child, Family, School, Community: Socialization & Support
EEAS-103 - Effective Practices in Early Childhood Education
EEAS-104 - Infant & Toddler Development from Conception to Age 3
EEAS-105 - Management of Child Development Centers
EEAS-106 - Health, Safety, and Nutrition for the Young Child

EEAS Electives includes:
EEAS-110 - Cognitive Development
EEAS-120 - Effective Strategies for Challenging Behaviors
EEAS-210 - Early Childhood Special Education
EEAS-320 - Creating Environments for Learning
EEAS-330 - Movement and Music
EEAS-410 - S.T.E.A.M. for Infants and Toddlers
EEAS-610 - Promoting Wellness in Early Childhood

GE Education includes:
ANTH-101 - Introduction to Anthropology
COMM-101 - Workplace Communication
COMM-112 - Intercultural Communication
ENG-101 - English Composition
HIS-101 - U.S. History 1600-1877
HIS-102 - U.S. History 1877-Present
HLTH-101 - Introduction to Health
SOC-101 - Introduction to Sociology
MTH-101 - Developmental Math and Algebra

EARLY CHILDHOOD EDUCATION CERTIFICATE PROGRAMS
Certificate Awarded: *Certificate of Completion (BPPE-Approved)*

Early Childhood Education Programs	Units	Total Learning Hours	Weeks
ECE/CDA-100 Child Growth and Development	3	135	13
ECE/CDA-200 Child, Family, and Community	3	135	13
ECE/CDA-300 Curriculum Theories, Methods, and Materials	3	135	13
ECE/CDA-310 S.T.E.M. for Preschool (Science, Technology, Engineering, and Math)	3	135	13
ECE/CDA-400 Infant/Toddler Development and Care	3	135	13
ECE/CDA-500 Early Childhood Program Administration and Management	3	135	13
ECE/CDA-510 Adult Supervision and Leadership	3	135	13
ECE/CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR	3	135	13

HOURS AND HOLIDAY SCHEDULES

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

MAILING/PHYSICAL ADDRESS

5857 Owens Ave Ste 300
Carlsbad CA 92008

PHONE NUMBER & FAX

P: 760-487-8436 | F: 800-6085994

Extensions
- #1 - Administration
- #2 - Academics
- #3 - Student Services
- #4 - Operations
- #5 - Executive Management

WEBSITE

www.theoriatechnical.com

HOURS OF OPERATION

Office hours Monday through Friday 9AM to 3PM

Tuesdays and Thursday by appointment only

ONLINE AND PHONE HOURS

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

LIBRARY HOURS

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

ACADEMIC YEAR

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

HOLIDAY SCHEDULE

New Year's Day is January 1st
Martin Luther King Day January 19th
President's Day February 16th
Easter Sunday April 5th
Mother's Day May 10th
Memorial Day May 25th
Juneteenth June 19th
Father's Day June 21st
Independence Day July 4th
Labor Day August 30th September 7th
Indigenous Peoples Day October 12th
Veteran's Day November 11th
Thanksgiving Week November 26th – Nov 30th
Theoria President's Birthday Weekend 20th-21st
Winter Break December 22nd - January 1st

IN-SERVICE WEEKENDS AND DAYS

No class and the school is closed
December 22nd -January 1st
January 14th-15th
February 15th-16th
April 4th-5th
May 9th-10th
May 23rd-24th
June 20th-21st
July 4th-5th
August 15th- 16th
September 5st -6th
October 10th-11th
November 14th-15th
November 28th -29th
December 19th-20th
December 26th-27th

GENERAL INFORMATION

FACILITIES

Theoria Technical College is located at 5857 Owens Avenue, Suite 300 in Carlsbad, California. The campus has a large classroom appropriately furnished with instructional furniture, including a Smart Board, for the type of work performed. The facilities are readily accessible for disabled students, are conveniently located near good public transportation, and have easy freeway access. Each workspace available for students includes a desk, chair, access to a laptop or desktop computer, printing services (for an additional charge), and free WiFi. General office supplies are available. There is a men's restroom and women's restroom, and a shower is included in both. A cafeteria area, where food can be heated up and consumed or stored in a refrigerator, is available to all students. Access to the game room or gym is available if requested.

Phillip D. White IV and Elisha Valentine are equally the founding members of Theoria Technical College.

LOCATION OF INSTRUCTION

5857 Owens Avenue, Suite 300
Carlsbad, Ca 92008 and online in our VLE (Virtual Learning Environment)

TRANSPORTATION

Students have access to public transportation if needed. Public transportation is available with stops located close to the campus. It may also be possible for students to arrange for transportation

by another student if their schedules are compatible.

LANGUAGE OF INSTRUCTION

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

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

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

LICENSURE

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

HANDICAPPED FACILITIES

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

HOUSING

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

PARKING

Off-street parking is provided at the school site.

RECRUITMENT, ADVERTISING, PROMOTIONAL PRACTICES POLICY

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

PROHIBITED ACTIVITIES

"An institution shall not do any of the following:

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

- Pay any consideration to a person to induce that person to sign an Enrollment Agreement for an educational program.
- Make unjustifiable and unprovable claims. The institution must refrain from utilizing superlatives which create a factual impression that may be misleading.
- Use a name in any manner improperly implying any of the following:
  o The institution is affiliated with any governmental agency, public or private corporation, agency, or association it is not in fact thus affiliated.
  o The institution is a public institution
  o The institution grants degrees, if the institution does not grant degrees.

- In any manner make an untrue or misleading change in, or untrue or misleading statement in writing, visually, orally, or through other means that have the capacity, likelihood, or tendency to deceive or confuse a student, prospective student, member of the public, or accrediting, federal, or state agencies. Misrepresentations are prohibited in all forms, including advertising, promotional materials, or in the marketing or sales of the institution's courses and/or programs. This can also relate to, a test score, grade or record of grades, attendance record, record indicating student completion, placement, employment, salaries, or financial information, including any of the following:

  o A financial report filed with the bureau.

  o Information or records relating to the student's eligibility for student financial aid at the institution.
  o Any other record or document required by this chapter or by the bureau.
- Willfully falsify, destroy, or conceal any document of record while that document of record is required to be maintained by this chapter.
- Use the terms "approval," "approved," "approval to operate," or "approved to operate" without stating clearly and conspicuously that approval to operate means compliance with state standards as set forth in this chapter. If the bureau has granted an institution approval to operate, the institution may indicate that the institution is "licensed" or "licensed to operate," but may not state or imply either of the following:
  o The institution or its educational programs are endorsed or recommended by the state or by the bureau.
  o The approval to operate indicates that the institution exceeds minimum state standards as set forth in this chapter.

- Confusion or misrepresentation regarding what constitutes the institutions accreditation with a known commission, and what constitutes the programs/courses approved to be offered by the accredited institution.
- Confusion or misrepresentation regarding business endeavors that are outside of the institution's scope of accreditation (e.g. a translation service offered by an accredited institution offering English for Speakers of Other Languages).
- Including explicit reference to accrediting agencies without use of approved agency logo.
- Not clearly identify any programmatic or specialized accreditation it may have and protect against any misrepresentation or misunderstanding regarding that accreditation.

- Direct any individual to perform an act that violates this chapter, to refrain from reporting unlawful conduct to the bureau or another government agency, or to engage in any unfair act to persuade a student not to complain to the bureau or another government agency.
- Compensate an employee involved in recruitment, enrollment, admissions, student attendance, or sales of educational materials to students on the basis of a commission, commission draw, bonus, quota, or other similar method related to the recruitment, enrollment, admissions, student attendance, or sales of educational materials to students, except as provided in paragraph (1) or (2):
    o The educational program is scheduled to be completed in 90 days or less, the institution shall pay compensation related to a particular student only if that student completes the educational program.
    o For institutions participating in the federal student financial aid programs, this subdivision shall not prevent the payment of compensation to those involved in recruitment, admissions, or the award of financial aid if those payments are in conformity with federal regulations governing an institution's participation in the federal student financial aid programs.
- Attempt to recruit participants in or around locations operated by a governmental or charitable agency that assists the economically disadvantaged or underprivileged, without express permission from the governmental or charitable agency.
- Require a prospective student to provide personal contact information in order to obtain, from the institution's Internet Website, educational program information that is required to be contained in the school catalog or any information required pursuant to the consumer

information requirements of Title IV of the federal Higher Education Act of 1965, and any amendments thereto."

Theoria Technical College 2025 Catalog (Version.3.0 3/9/26)
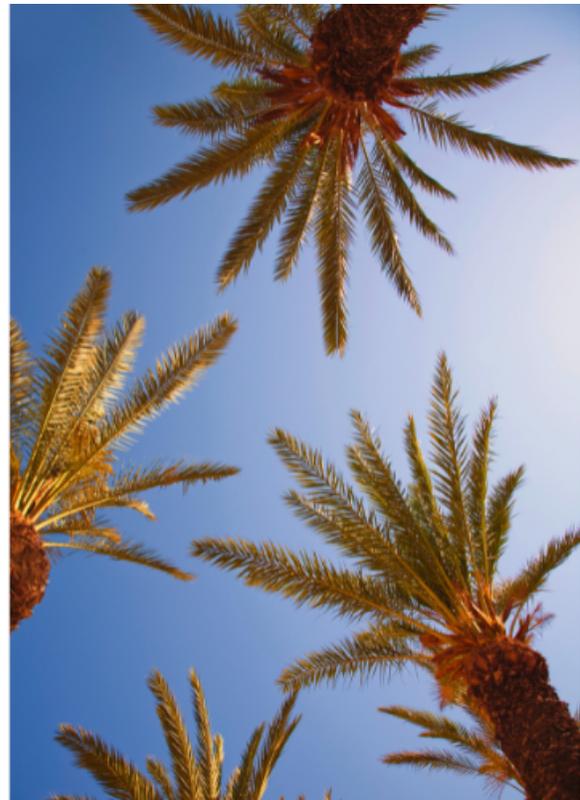
ANNUAL REPORTS

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

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

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

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

EMERGENCY PHONE NUMBERS

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

CAMPUS SECURITY

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

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

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

SECURITY POLICY

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

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

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

SCHOOL SAFETY

The following policy will fully be implemented to ensure possible that students,

faculty, and staff are helped if they become victims of criminal actions or other emergencies occurring on campus. Everyone will receive immediate treatment off-campus and be provided with information regarding resource facilities for follow-up treatment and legal action.

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

The following procedure will be followed to ensure campus security:

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

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

- Each student, employee, and faculty of the school is responsible for his or her personal belongings.
- An infraction of the regulation relating to Public Law 101-542 must be reported to the proper school personnel immediately.
- All students, faculty, employees of Theoria Technical College are responsible for conducting themselves as professionals at all times while on campus and/or while attending school functions.
- Students are provided with school rules and regulations during orientation; employees receive an employee handbook.

- Any student or employee who is found in possession of, using, or selling alcoholic beverages and/or illegal drugs on campus will be suspended or terminated from school.
- During orientation, all students and employees are provided with information regarding the 'Drug Free' status of this school's campus.

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

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

CATALOG DISCLAIMER

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

supplements or inserts accompanying the catalog.

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

Theoria Technical College reserves the right, without notice, to modify fees, curricula, policies, and requirements for admission to, participation in, and graduation from the programs of Theoria Technical College, consistent with good educational practice and the requirements of the profession. Students will be officially informed of any changes that may affect them by the Administration. Detailed information regarding the specific regulations which govern the educational and extracurricular programs at Theoria Technical College, and the procedures by which they are enforced, are published in the standard operating procedures manual.

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

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

Some programs that are offered may have to be canceled because of insufficient enrollment, elimination or reduction in programs, or for any other reason considered sufficient by the Theoria Technical College President or designee. Any questions about programs listed in this catalog should be directed to the Student Services Department. Policies and changes made by the Bureau for Private Postsecondary and Education issued prior to publishing a new catalog will be given to each student and staff member in the form of a memo describing the changes and the effect to the student and/or staff member. For additional information, please call (916) 574-7720.

ADMISSIONS

ARTICULATION AGREEMENTS

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

ADMISSIONS POLICY AND PROCEDURE

1. All applicants are required to complete an Application for Admission and an Enrollment Agreement prior to the start of any program.
2. All applicants must provide a copy of their driver's license, state identification card, work visa, or passport.
3. All applicants must provide Copy of Social Security Card or Equivalent Documentation with full 9 digit Social Security Number visible
4. All applicants must be 17 years or older.
5. All applicants are required to provide a copy of their college transcript, high school diploma or GED certificate. Applicants without a college transcript, high school diploma or GED certificate may submit a vocational letter from an employer addressing reasons for enrollment.

A vocational letter is intended for students who do not have a high school diploma or GED but have demonstrated potential or are already working in their field. The letter serves as proof that the student needs to meet minimum education requirements for employment. A letter from the employer will confirm the student's need for employment and may suffice for conditional acceptance until the student's Wonderlic test results are available.

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

ABILITY-TO-BENEFIT STUDENTS

All applicants without a high school diploma, Certificate of Proficiency, or G.E.D. certificate are administered the Wonderlic Basic Skills Test™, a nationally recognized standardized test that measures an applicant's basic educational knowledge.

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

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

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

INTERNATIONAL STUDENTS

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

TRANSFER POLICY

TRANSFER OF CREDIT / PREVIOUS EDUCATION EVALUATION

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

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

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

Theoria accepts credit by examination and uses guidelines established by ACE to determine if the examinations warrant awarding academic credit. Theoria accepts credit by examination from testing centers, to include but not limited to, The College Level Examination Program (CLEP), DANTES Subject Standard Test (DSST)

MINIMUM REQUIREMENTS FOR THE EVALUATION OF CREDIT

Credits evaluated transfer from other educational institutions must have been:

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

The school also considers credits for transfer from educational accomplishments attained in extra- institutional settings that are recognized by but not limited to the American Council on Education's (ACE) Center for Adult

Learning and Educational Credentials. The College Level Examination Program (CLEP), DANTES Subject Standard Test (DSST)

MAXIMUM NUMBER OF CREDITS PERMITTED FOR TRANSFER

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

RECONSIDERATION OF A TRANSFER OF CREDIT EVALUATION

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

TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

If the credits that you earn at this institution are not accepted at the institution to which

you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Theoria Technical College to determine if your credits will transfer.

STUDENT SERVICES

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

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

NON-DISCRIMINATION POLICY

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

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

EQUAL OPPORTUNITY POLICY

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

DISABILITY OR LEARNING DIFFICULTY ACCOMMODATION

1. Students will follow original Admission process and choose to fill out "Disability or Learning Difficulty" section on application.
2. After completing application, the Student Services Department will reach out to the student via email in regard to the disability or learning difficulty.

3. A documentation for guidelines of disabilities will be given to the student and further documentation will be required based on the guidelines for the disability. An Individualized Educational Program (IEP) will not be accepted as documentation, unless a recent medical revaluation has been made after the graduation of Highschool.
4. After the documentation has been thoroughly analyzed the Student Services Department will reach back out to the student clarifying what accommodations can be made for the student.

STUDENT CONDUCT

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

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

- Destroying or damaging school property.
- Use any illegal drugs or alcohol while on school property or attending school while under the influence of illegal drugs or alcohol.
- Cheating on a school examination.
- Engaging in any unlawful action.
- Breaching privacy or modesty
- Sexual overtures, explicit or implied

- Exhibiting violence, insubordination, or inappropriate language toward any school staff or another student.

DRUG FREE SCHOOL POLICY

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

DRUG AND ALCOHOL ABUSE POLICY

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

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

detrimentally affect academic performance and interfere with normal social adjustment at school.

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

Substance abuse is both a school and a medical problem. Theoria Technical College is aware that substance abuse is a complex public health issue that has both physical and emotional consequences for students, their families, and other social relationships. Any psychological or physical problem affecting students' academic performance is a concern of Theoria Technical College.

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

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

REFERRAL TO COMMUNITY RESOURCES

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

REHABILITATION AND TREATMENT CENTERS

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

INSTRUCTOR ASSISTANCE

Instructors are available during instruction periods and during their assigned office hours.

Please review your class syllabus to be informed of your instructor's office/virtual office hours.

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

TUTORING

Theoria Technical College provides accessible and structured tutoring services to support students in achieving academic success and meeting their program goals. Tutoring is available by appointment, during designated instructor office hours, and through peer- and staff-led sessions coordinated by the Academics Department. For assistance, students may contact the department at academics@theoriatechnical.com or call (760) 487-8436 Ext. 3.

Tutoring services are designed to support students who:

1. Require assistance to maintain satisfactory academic progress
2. Need targeted help with course-specific content **or** practical assignments
3. Wish to go beyond the curriculum in pursuit of advanced learning or transfer goals

Delivery Formats
Tutoring is offered in the following ways:

- In-person at the Theoria Learning Lounge (Campus Room 210)

- Virtual through scheduled Adobe Connect sessions
- Writing support via email or live appointments with academic coaches

Students may request tutoring through the Student Portal (Orbund), by emailing academics@theoriatechnical.com , or by faculty referral using a tutoring referral form. Priority is given to students on academic probation or those referred by instructors.

Tutoring is available for all courses offered at Theoria Technical College. Tutoring is delivered by trained peer tutors, faculty, and professional academic coaches. Faculty provide office hours and instructional review, while academic staff manage tutoring schedules, track outcomes, and ensure continuous improvement.

STUDENT ADVISING

Student advising at Theoria Technical College is a core component of academic success and program completion. Advising services are available to all students and are designed to provide timely, structured, and responsive support throughout their academic journey by contacting the Student Service Department at studentservices@theoriatechnical.com or (760) 487-8436 Ext. 4

ADVISING SERVICES OFFERED

Advisors provide:

- Course and schedule planning
- Interpretation of placement scores and degree requirements
- Transfer guidance
- Registration assistance (drop/add/withdrawals)
- Graduation planning and checks
- Referrals to tutoring or academic coaching services
- Identification of academic performance concerns and creation of success plans

ADVISING AVAILABILITY

Students may access advising through:

- Scheduled faculty office hours listed in each class syllabus
- Appointments with Student Services via the Orbund Student Portal
- Drop-in sessions at the Academic Support Center in Carlsbad or via Adobe Connect session
- Phone or email support for distance learners at studentservices@theoriatechnical.com or (760) 487-8436 Ext. 4

Advising is available Monday–Friday from 9 AM to 3 PM, with evening appointments available upon request.

FACULTY ADVISING ROLE

Faculty serve as ongoing mentors, helping students align their coursework with career goals. Degree-seeking students are matched with faculty in their area of interest whenever possible.

While Theoria does not offer personal counseling services, referrals are made for students needing:

- Mental health support
- Long-term career counseling
- Community-based assistance or crisis services

Advisors maintain a directory of community-based services and collaborate with external providers as needed. Advising interactions are documented in Orbund to ensure consistency and follow-up.

CAREER AND EMPLOYMENT SERVICES

Theoria Technical College is committed to helping students transition from academic success to career success. Career and employment services are coordinated by the Student Services and Operations Department and are available to all currently enrolled students and recent graduates.

Our services are designed to support career readiness and lifelong employability in the early childhood education field and related industries. Students are encouraged to take advantage of these services as they progress through their academic journey and prepare for employment.

Career Services Include:

- Resume and Portfolio Development – Students receive one-on-one support to draft, revise, and polish professional resumes and portfolios tailored to early education roles.
- Interview Preparation – Staff provide mock interviews, coaching, and guidance on answering common ECE interview questions with confidence.
- Job Search Strategies – Advisors help students navigate the job market, identify openings, and create job application plans.

Theoria Technical College hosts a Job Board on its website, updated weekly with employment opportunities across California and the broader region. Students can view postings by center directors, private preschools, and state-funded programs, as well as upload their resume for employer visibility.

Visit: https://www.theoriatechnical.com/careerservicesjobboard

Career services are offered:

- In person on campus
- Virtually through scheduled Adobe Connect sessions
- Via Orbund for asynchronous resume feedback or career planning questions

Faculty and advisors may refer students for job-readiness support using a Career Services Referral Form. Student participation is tracked and reviewed each term to ensure students are well supported and ready to meet their career goals.

EMPLOYMENT GUARANTEE DISCLAIMER

While Theoria provides tools, coaching, and employer connections, it does not guarantee job placement. The institution is committed to equipping students with the resources and preparation necessary for successful employment entry and advancement.

2025 CAREER SERVICES EVENT CALENDAR

Below is the 2025 schedule of career services events offered by Theoria Technical College. Events are open to all currently enrolled students and recent graduates. Virtual sessions are held via Adobe Connect unless otherwise specified.

Date	Event Title	Location
January 15	Resume Workshop: ECE Career Essentials	Virtual (Adobe Connect)
February 5	Mock Interview Clinic	On Campus – Career Center
March 12	Job Search Strategy Seminar	Virtual (Adobe Connect)
April 9	LinkedIn & Professional Presence Workshop	On Campus – Room 210
May 21	Resume Workshop: ECE Career Essentials	Virtual (Adobe Connect)
June 18	Cover Letter Coaching Drop-In	Virtual (Adobe Connect)
July 10	Resume Workshop: ECE Career Essentials	Virtual (Adobe Connect)
August 14	Career Pathways in Early Childhood Education	Virtual (Adobe Connect)
September 17	How to Turn Supervised Field Experience into Employment	Virtual (Adobe Connect)
October 15	Interview Practice Marathon	On Campus – Room 210
November 5	Fall Career and Transfer Planning Session	Virtual (Adobe Connect)
December 10	Year-End Career Success Check-In	On Campus – Career Center

PLACEMENT PROCESS

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

Student request to the Student Services Department for services needed.

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

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

STUDENT RECORDS

Student records are confidential and are kept by the Registrar, who will permanently retain a transcript. As required by section 94900(b) of the Code, the institution will maintain for a period of 5 years the pertinent student records ascribed in Section 71930 from the student's date of completion or withdrawal. No one, except appropriate school faculty and staff, an authorized representative of an accrediting commission or the Bureau for Private Postsecondary Education, or an authorized representative of a sponsoring agency (i.e. WIA, VA), may review any educational records without the approval of the student. Theoria Technical College has a legal and professional responsibility to create, maintain, and dispose of the educational records of the students of Theoria Technical College properly, while always guarding the integrity and confidentiality of those records. Appropriate procedures shall be developed which conform with applicable laws and regulations and to principles of sound records management.

DEFINITION OF EDUCATION RECORDS

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

Student Education Records Procedure:

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

1. The College maintain a file for each student who enrolls in Theoria Technical College, whether the student completes the educational program.
2. The file shall contain all of the following applicable information:
   a. Written records and transcripts of any formal education or training, testing, or experience that is relevant to the student's qualifications for admission to Theoria Technical College. Theoria Technical College's award of credit or acceptance of transfer credits including the following:
      i. Evidence of high school completion or equivalency or other documentation establishing the student's ability to do the work of the program to which the student is enrolling.
      ii. Records documenting units of credit earned at other institutions that have been accepted and applied by Theoria Technical College as transfer credits toward the student's completion of an educational program.
      iii. Grades or findings from any examination of academic

ability or educational achievement used for admission or school placement purposes.

    iv. All the documents evidencing a student's prior experiential learning upon which Theoria Technical College, and the faculty base the award of any credit.

    v. Record of attendance to include attendance and tardiness for each course taken by the student.

    vi. Records of student health records if required for enrollment

    vii. Records of student's background check if required for enrollment.

b. Personal information regarding the student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.

c. Copies of all documents signed by the student, including contracts and instruments of indebtedness.

d. Records of the dates of enrollment and, if applicable, withdrawal from Theoria Technical College, leaves of absence, and graduation.

e. A transcript showing all of the following:

    i. The classes and courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.

    ii. The final grades or evaluations given to the student.

    iii. Credit awarded for prior experiential learning,

including the course title for which credit was awarded and the amount of credit.

    iv. Credit for courses earned at other institutions.

    v. Credit based on any examination of academic ability or educational achievement used for admission or school placement purposes.

    vi. Credits, degrees, certificates, and diplomas awarded the student.

f. Independent study courses, course outlines, or learning contracts signed by the faculty and administrators who approved the course.

g. The dissertations, theses, and other student projects submitted by graduate students.

h. A copy of documents relating to student financial aid that is required to be maintained by law or by a loan guarantee agency.

i. A document showing the total amount of money received from or on behalf of the student and date or dates on which the money was received.

3. A document specifying the amount of refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent.

4. Copies of any official advisory notices or warnings regarding the student's progress.

5. Complaints received from the student.

REVIEW OF RECORDS BY STUDENT

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

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

RECORD OF ACCESS

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

STORAGE OF STUDENT RECORDS

It is the policy of Theoria Technical College to provide proper storage and access as prescribed by the Act and the Regulations. The Registrar of Theoria Technical College is charged with the following:

1. Theoria Technical College will permanently retain a transcript as required by section 94900(b) of the Code, the institution will maintain for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal at Theoria Technical College's primary administrative location in California. Unless Theoria Technical College has applied for, and the Bureau has approved a change of Theoria Technical College's primary administrative location, the primary administrative location shall be deemed to be location identified in Theoria Technical College's most recent filed application for approval to operate.

2. Theoria Technical College shall maintain for a period of not less than five years at its principal place of business in California accurate records that show all of the following:
   a. The names, telephone numbers, and home addresses of each student.
   b. The courses of instruction offered by the institution and the curriculum for each course.
   c. The name, address, and educational qualifications of each member of its faculty.
   d. The information required by §94900, 94900.5, and 94900.7 of the Act.
   e. All the information and records required by this chapter or required by the Bureau. Theoria Technical College will maintain specific records for more than five years.

Theoria Technical College shall maintain for a period of fifty (50) years a transcript as prescribed by accrediting commission standards. Theoria Technical College shall maintain records relating to federal financial aid programs as provided by federal law. A copy of each current record required by the Act or the Regulations shall be maintained. A record that is no longer current may be stored

on microfilm, microfiche, computer disk, or any other method of record storage only if all of the following apply:

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

Any person authorized by the Act or the Regulations to inspect and copy records shall be given immediate access to the document reproduction devices for the purpose of inspecting and copying stored records and shall upon request, reimburse Theoria Technical College for the reasonable cost of using Theoria Technical College's equipment and material to make copies at a rate not to exceed twenty-five cents ($0.25) per page. Theoria Technical College shall maintain a second set of all academic and financial records required by the Act and the Regulations at a different location unless the original records, including records stored pursuant to subdivision D, are maintained in a manner reasonably secure from damage or loss. An acceptable manner of storage under this subsection would include fire resistant cabinets.

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

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

The college Theoria Technical College may dispose of records after they have passed the time limits imposed by the Act and the Regulations. Before disposing of any record, the Registrar must check with Title 5, California Code of Regulations, Division 7.5, section 7l930(b) (I) In addition to permanently retaining a transcript as required by section 94900(b) of the Code, the institution shall maintain for a period of 5 years the pertinent student records described in Section 71920 from the student's date of completion or withdrawal.

Student records are confidential and are kept by the Registrar Department for five years in

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

STUDENT PRIVACY RIGHTS

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

- A college with a legitimate educational interest.
- Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials or their respective designees, or the United States Office of Civil Rights, where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law. Except when collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for

such audit, evaluation, and enforcement of federal legal requirements.

- Other state and local officials or authorities to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
- Officials of other public or private schools or school systems, including local, county, or state correctional facilities where educational programs are provided, where the student seeks, intends, or is directed to enroll, subject to the rights of students as provided in Section 76225 of the Education Code.
- Agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of students may be disclosed only as may be necessary for such purposes as to determine the eligibility of the student for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
- Accrediting organizations in order to carry out their accrediting functions.
- Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons, or subject to such regulations as may be issued by the Secretary of Education.
- Those who have obtained subpoena or judicial order. Theoria Technical College will make a reasonable effort to notify the student in advance of Theoria Technical College's compliance with the order.
- Authorized representatives of the Bureau for Private Postsecondary Education,

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

WAIVER OF PRIVACY RIGHT

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

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

Conditions for Waiver

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

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

STUDENT CHANGE OF STATUS

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

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

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

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

SCHOOL DROP POLICY

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

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

- Breach of the school's enrollment agreement.

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

INTERRUPTION OF PROGRAM

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

DISCONTINUATION OF PROGRAM

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

LEAVE OF ABSENCE

Students are entitled to take only one leave of absence during any academic year. The duration of the leave of absence may not exceed sixty days. Requests for leave must be submitted on the "Request for Leave of Absence" form to the Student Service Department in advance of the beginning date and must include an anticipated return date with the student's signature. Failure to return to school as scheduled without prior written notification to and approval from the College President will result in immediate dismissal.

No refund will be issued. Students must attest to understanding the implications for failing to return to the course of study.

The student must sign and date the leave of absence request and specify a reason for the leave. The reason must be identified for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested. A leave of absence must be limited to a maximum of 180 calendar days in any 12-month period or one-half the published program length, whichever is shorter. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit.

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

Leave of absence (LOA) may be granted under special circumstances. Students may receive one leave of absence during their training.
There are two categories of LOA:
- General LOA for emergency or personal purposes, up to 60 days.
- Medical LOA for medical situations. All medical leave of absence must be documented by a doctor's statement.

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

EMERGENCY TELEPHONE NUMBERS

Each student must provide the school with one or more telephone numbers where a family member may be reached in case of an emergency. Only in the case of an emergency

will a student be called out of class to take a telephone call.

CHANGE OF PERSONAL INFORMATION

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

LOST OR STOLEN PROPERTY

Theoria Technical College takes every possible effort to ensure that there are no missing personal items, but it is the students' responsibility to keep track of their personal belongings. Theoria Technical College cannot be held responsible for any lost or stolen student property. All personal items of value should not be brought to school while students attend classes.

CLASS CANCEL/DROP POLICY

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

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

It is the student's responsibility to cancel/drop a course within cancel/drop

deadlines. Deadlines for dropping courses are as followed:

1. On or before the scheduled start date or within seven (7) days from class enrollment, whichever is later. (Full Tuition Refund).
2. After the scheduled start date or after the seventh (7) day from class enrollment, whichever is later. (Partial Tuition Refund).

Process for cancelling/dropping a class:

1. Contact the Student Services Department and request a "Cancel/Drop a Class" Form
2. Complete the "Cancel/Drop a Class" form and submit it to Student Services to request approval of the cancel/drop.
3. Student will hear from Student Services department with the results of the review within seven (7) business days.
4. If the cancel/drop is approved, student will receive an email stating the approval status along with other pertinent information regarding a refund if one is due.
5. If student is denied a cancel/drop and feels the denial was unjust, student must contact the Operations Department at operations@theoriatechnical.com to file a grievance.
6. No matter if student drops before or after deadline the registration fee for each class enrolled is non-refundable. Registration fee for each class is $125 and will not be refunded to the student. There is a $47.50 processing fee for all cancel/drop applications after the start date. This fee does not apply for students who cancel before start date.

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

INVOLUNTARY CANCELLATION

An enrolled applicant at the institution will face involuntary cancellation under the following circumstances; If the student fails to attend two or more consecutive classes, engages in academic dishonesty, including but not limited to plagiarism, or demonstrates a lack of sufficient resources to attend or complete courses. If program is cancelled by the institution, the student may choose to reschedule, enroll into different program of same value or receive full refund. These conditions are our academic and institutional standards, and the institution reserves the right to disqualify any student based on these circumstances.

WITHDRAWAL POLICY

Students may withdraw from the program. Withdrawal may be effectuated by the student's written "Notice to Withdraw" or by the students conduct.
Should a student find it necessary to discontinue their training, they should arrange to meet with the Dean of Student Affairs to discuss their situation and submit written notification of their request.

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

TERMINATION POLICY

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

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

REINSTATEMENT (RESTART) POLICY

Students are required to complete their class within 90-days from the date of the lecture. Students who do not complete their program with a passing grade by the 90th day of their program, may reinstate if they request for an extension within 14 days after their 90th day. Reinstatement requires the student to pay an additional fee of $110 per class reinstating.

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

By definition, a reinstatement is:

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

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

- The Dean of Student Affairs has sent a reinstatement email to the student.
- The $110.00 reinstatement fee has been paid to cover the processing of the student's request and continue the use of the online software & IT help desk.
- The College President has approved the reinstatement.

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

FAMILY RIGHTS & PRIVACY ACT

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

1. The right to inspect and review their education records within 45 days of the day the school receives a request for access. Students should submit to the Registrar, Director, or other appropriate school official written requests that identify the record(s) they wish to inspect. The school must permit a student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee.

2. The right to request the amendment of their education records that the student believes are inaccurate or misleading. A student may request that the school amend his or her education records on the student's rights or privacy. The request should be submitted in writing to the school official responsible for the record, clearly identifying the part of the record that should be changed specifying why the record is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without

prior consent. Conditions which permit disclosure without prior consent are:

a. Disclosure to school officials with legitimate educational interests. A school official is a person employed by the educational institution in an administrative, supervisory, academic, or support staff position.

b. Disclosure to a person or company with whom the school has contracted (such as an attorney, auditor or collection agency).

c. Disclosure in connection with financial aid for which the student has applied or received.

d. Disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions.

e. Disclosure to accrediting organizations to carry out their accrediting functions.

f. Disclosure to comply with a judicial order or lawfully issued subpoena. In such cases, students will be notified when their records have been subpoenaed.

g. Disclosure in connection with a health or safety emergency.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Theoria Technical College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

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

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

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

SCHOOL PERFORMANCE FACT SHEET

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

Theoria Technical College annually reports to the Bureau for Private Postsecondary Education as part of the annual report and publishes in our School Performance Fact

Sheet the completion rate for each program. The completion rate shall be calculated by dividing the number of graduates by the number of students available for graduation.

COMPLAINT/GRIEVANCE RESOLUTION PROCEDURE

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

1. First, we encourage students to express concern in writing to the primary instructor or relevant staff for informal academic or non-academic resolution via email.

2. If the instructor or staff cannot solve the issue, then a student should fill out the Complaint/Grievance Resolution form. Academic related complaints will be forwarded to the Chief of Academics Officer. Non-Academic related complaints will be received by the Director of Student Services. All complaints and grievances will be acknowledged within 48 hours.

3. An investigation and attempt to resolve the complaint and/or grievance will be completed within 5 business days. If the Director of Student Services or Chief Academic Officer cannot solve the student's concern, the student must submit in email a letter of complaint to the Chief of Operations.

4. The Chief of Operations will verify that the student has attempted to resolve the incident or complaint. If the student has followed the above three steps, the Chief of Operations will call a grievance session and invite all concerned parties. Each party involved may be asked to present their version of the incident.

5. All students or instructors involved must be present at the time of the grievance meeting. All parties will be allowed to present evidence or testimony concerning the incident. The College President will then issue a statement to all parties within 48 hours of the grievance meeting's conclusion. If the decision is unacceptable to the student, the student must, within 48 hours, send written copies of all documents and a cover letter to the College President and Board of Directors explaining why they believe the decision is unacceptable. All complaints will then be resolved within thirty days from the receipt of the initial incident report date.

6. The school has the right to suspend the student until the problem is resolved if the student does not follow the proper grievance procedures.

Unresolved complaints may be directed to:

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

Accrediting Council for Continuing Education & Training
1722 N St NW, Washington DC, 20036
Phone: (202) 955-1113
Website: https://accet.org

JOB PLACEMENT ASSISTANCE

The Student Services Department is responsible for maintaining all job referral activities and for locating jobs within the local business community. The school will attempt to set up interviews for as many graduates as

possible with local businesses and industries. The Operations Department is tasked with developing and maintaining a job network in the area, assisting in job search and placement, providing readiness discussions and training in accordance with school policies and contract requirements, searching for and developing employment opportunities through personal and media contact with schools, and seeking out and developing potential business/industry training contracts that could be serviced by the school. However, Theoria Technical does not guarantee employment for its graduates.

STUDENT RIGHTS

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

- Theoria Technical College shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice.
- Theoria Technical College shall refund 100 percent of the amount paid for institutional charges, minus a reasonable deposit or application fee not to exceed two hundred fifty dollars ($250), if notice of cancellation is made through attendance at the first-class session, or the seventh-class day after enrollment, whichever is later.
- The bureau may adopt by regulation a different method of calculation for instruction delivered by other means, including, but not necessarily limited to, distance education.
- Theoria Technical College shall have a refund policy for the return of unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed

60 percent or less of the period of attendance are a pro rata refund.

- Theoria Technical College shall pay or credit refunds within 45 days of a student's cancellation or withdrawal; See Refund Policy.
- If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at the address and telephone number printed below for information.
- To receive quality instruction provided by the faculty, meeting the educational and experiential requirements mandated by the state regulatory agency.
- To obtain factual information concerning the school's educational programs.
- To receive a fair and impartial hearing in accordance with the established grievance resolution procedure, if the disciplinary action taken against a student is not satisfactory to the student; See Grievance Resolution Policy.
- To examine the student's educational records during the normal business hours and if errors are detected, request correction thereof.

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

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

Accrediting Council for Continuing Education & Training
1722 N St NW, Washington DC, 20036
Phone: (202) 955-1113
Website: https://accet.org

ACADEMICS

The academic progress policy is as follows:

MAXIMUM TIME FRAME

All Certificate programs must be completed within 90 days of a student's first lecture date for all certificate programs and other education course as described.
The Associates degree program spans the length of two years from initial course start date.

GRADING SYSTEM

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

GRADING POLICY

Grade reports are mailed after completion of each class. Students may access their grades online by logging into their Student Portal. Students also have an option of requesting their own Theoria Technical College electronic unofficial transcripts by emailing the Academics Department. To request official transcripts students may do so on the Theoria Technical College Website. Course grades are available online within 10 business days after each date of coursework submission (excluding holiday periods). Student performance is indicated by one of the five grades. Grades, which carry a point value, and which are used in determining the grade point average (GPA) are as follows:

Grading System for Certificate Programs

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

Grade-Point System for Degree Program

A	90 – 100 points
B	89-80 points
C	79-70 points
D	69-60 points
F	59 points and below

W	Withdrawal
I	Incomplete
Tr	Transfer Credit
IP	In-Progress

CALCULATION OF GRADE-POINT AVERAGE

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

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

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

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

Course Grade-Point Scale for Certificate Program

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

CREDIT AND CLOCK HOUR DEFINITION

Theoria Technical College offers instructional programs measured in **semester credit hours** and **clock hours**, depending on program approval and regulatory requirements. The institution awards academic credit or clock hours based on the successful completion of documented instructional activities in accordance with institutional policy and applicable state, federal, and accreditation standards.

CREDIT-HOUR PROGRAMS

For **credit-hour programs**, Theoria Technical College defines a **semester credit hour** as a minimum of **45 total hours of student learning**. Total student learning hours include a combination of:

- Direct faculty-led instruction (lecture, synchronous instruction, or supervised academic engagement)
- Faculty-guided asynchronous instruction
- Supervised laboratory or field experience

- Out-of-class academic work such as readings, assignments, projects, and assessments

Accordingly, a **3-semester-credit course requires a minimum of 135 total student learning hours**. These hours may be distributed across instructional modalities based on course design, learning outcomes, and program requirements.

Credit-hour courses are scheduled and delivered using traditional, hybrid, or distance education formats and are reviewed to ensure alignment with federal credit-hour expectations.

CLOCK-HOUR PROGRAMS

For **clock-hour programs**, instructional time is measured in verified clock hours. A **clock hour** represents **50 to 60 minutes of instructor-supervised instruction** within a 60-minute time frame. Instruction typically includes **50 minutes of direct academic engagement** such as lecture, demonstration, guided practice, or supervised field experience, with up to **10 minutes of break time**, consistent with recognized postsecondary instructional practices.

Clock-hour programs may include direct instruction, faculty-led asynchronous activities, laboratory experiences, and supervised field experience, as approved by regulatory authorities.

VERIFICATION AND OVERSIGHT

All instructional time and the award of credit units or clock hours are documented and verified through faculty interaction records, attendance and participation documentation (as applicable), learning management system and student information system analytics, and oversight by

Academic Affairs. These processes are implemented in accordance with the Institutional Policy Manual, including IPM Sections 4.3 and 4.7.

These definitions and practices align with **34 CFR § 600.2**, **ACCJC Standard II.A.9**, and **California BPPE § 71780**, ensuring consistency, transparency, and integrity in the administration of both credit-hour and clock-hour programs.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress is defined as meeting acceptable standards as defined by pre-determined objectives of the institution. These objectives are directly correlated to the performance standards set by the institution. Passing grades are "A", "B", "C", and "D". All grades appear on the official transcripts and are used in calculating the grade point average. Student progress and transcript become part of the student's permanent record and all grades received are posted on the student's academic record.

TRANSCRIPTS, CERTIFICATES, DIPLOMAS

Upon completing a course, students will be provided with a transcript. Certificates are issued upon the completion of a certificate program, and a Diploma is awarded upon the completion of the Associate Degree Program.

GRADE APPEALS

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

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

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

GRADE APPEALS PROCESS

The academic appeal process is as follows:

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

and findings and make a recommendation to the Chief of Academics for final action.

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

ACADEMIC DIFFICULTY

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

ATTENDANCE POLICY

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

The minimum amount of time a student can miss on the lecture is 20% of the total time of the lecture. If a student missed more than 20% of their lecture consecutively it constitutes an automatic withdrawal unless a student requests a makeup lecture during class active dates.

For online or hybrid learning environments attendance is assessed through completion of assignments, journals, discussions, projects, and exams. If no completion of assessments have been recorded by at least 20% of class span or if 20% class assessment points have

been missed consecutively without attempt, it constitutes an automatic withdrawal unless a student requests a makeup for the assessments.

LECTURE ABSENCES

Students are required to attend all lectures as scheduled. Each class will keep a daily attendance record for each student and the instructor will mark absences and tardies on that attendance record. A minimum of 80% attendance in a program is required for completion. If a student misses more than 20% of the lecture attendance, the student may be advised. If there is no improvement, then the Chief of Academics may place the student on academic probation.

REPORTING RESPONSIBILITIES

Attendance is an important aspect of professionalism. Being present in class is defined as being physically present and mentally alert in the classroom or lab. Sleeping in class is disruptive to other students and unprofessional. A student who is sleeping may be asked to leave class at the discretion of the instructor and will be counted absent. Arriving late or leaving early on a regular basis can result in attendance difficulties. Future schools will be inquiring about attendance patterns while in school. Any student who is seriously ill, who is hospitalized, or who has surgery (including a C-section) must submit a written doctor's release on the day she/he returns to class. Students need to arrange for reliable childcare and to anticipate childcare needs during class times. It is school policy not to bring children of any age, other family members, or friends into the classroom. In addition, students who anticipate being late or absent must notify the instructor prior to the start of class.

TARDINESS

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

OUTSIDE PREPARATION

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

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

MAKE-UP LECTURES

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

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

UNCOMPLETED SUBJECTS AND REMEDIATION

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

FINAL GRADE REPORT

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

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

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

LIBRARY

Theoria maintains a number of reference materials including:

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

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

Library hours are listed in the school catalog.

ACADEMIC INTEGRITY

Theoria Technical College is committed to a high standard of academic integrity in the academic community. In becoming a part of

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

This also includes possible copyright infringement by unauthorized use or distribution of Theoria Technical Materials not limited to in class PowerPoints, peer discussions, audio, visual recordings. Consequences are included at the end of the Plagiarism policy section.

PLAGIARISM POLICY

The College's policy defines plagiarism in this way:

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

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

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

Artificial Intelligence Policy

To best support students' own learning, all graded assignments in this course must be completed by the student, without any use of generative artificial intelligence (AI). Please refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for an assignment or classroom exercise. Passing off any AI-generated content as your own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of Theoria Technical College's academic integrity policy. If you have any questions about using generative AI in this course, please email.
 academics@theoriatechnical.com
or call
(760)487-8436.

How plagiarism is identified

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

1.   Assignment ran through plagiarism detection program and shows anything greater than 24% plagiarized.

2. The writing of a student includes word-for-word passages taken without explicit and accurate acknowledgment from a source written by another.
3. The writing of a student closely resembles another source in thought, order, or diction (including synonyms) without explicit and accurate acknowledgment.
4. Two or more papers or assignments submitted contain resemblances in factual or stylistic detail which are decidedly outside normal probabilities of coincidence.
5. A paper or assignment contains terminology or information which the student, on questioning, cannot explain.
6. A paper or assignment contains unusually detailed data for which the student does not produce a verifiable source.

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

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

Plagiarism Sanctions

Any instructor or academic editor who has assembled evidence of plagiarism will first offer the student a chance to provide an alternate explanation of the evidence or to admit fault. If the inference of plagiarism remains, the instructor or academic editor

may choose one of these options, listed in order of increased severity according to the extent and evident deliberateness of the deceit. The first two options suppose that the plagiarism is not extensive, or that it would not have given the student substantial academic advantage such as full course credit or high course grade, or that the instructor has clear reasons to believe that the plagiarism can be accounted for by ignorance which though subject to discipline is genuine.

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

DISTANCE EDUCATION

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

evaluated within 10 business days from the receipt of student submission date. The evaluations will be delivered via student portal.

Instructional Delivery & Locations

Theoria Technical College offers instruction through onsite, hybrid, and online modalities. All distance education courses require documented Regular and Substantive Interaction (RSI) between students and faculty, as defined in 34 CFR § 600.2 and IPM 4.12.

Student identity and participation are verified through secure Orbund LMS log-ins, faculty attendance records, and synchronous engagement via Adobe Connect.

ACADEMIC ADVISING

Academic advising is a relationship with mutual responsibilities between an advisor and student advisee for timely consultation, sharing of accurate and complete information, careful listening, critical evaluation, and respectful interchange. Academic advising can be facilitated by a professional staff person or a faculty member.

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

- Accessibility to students.
- Amount of time spent in advising students.

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

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

EXPERIENTIAL CREDIT POLICY

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

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

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

The evaluation for non-traditional credit will typically involve a personal interview, verification of occupational or life experience, and any or all results of occupational competency examinations that might support

occupational experience. Also, proof that the credit was awarded by an accrediting body recognized by the U.S. Department of Education. Applicants must submit all relevant official documents, supportive materials and specific information on the length, content and other pertinent information concerning the work or life experience to the department chair or designee. After approval, applicant must pay a fee of $125 per assessment.

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

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

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

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

The non-tradition education credit application form can be picked up at the Student Services

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

The non-traditional educational credits will become a permanent record on the student's transcript at Theoria Technical College. Students will receive a copy of the approved form once the non-traditional education credits have been recorded on their transcripts.

All experiential learning credit determinations are reviewed and approved by the Chief Academic Officer, documented in the student's official academic file, and retained in accordance with institutional recordkeeping policies.

TUITION AND FEES

REGISTRATION, TUITION, AND OTHER FEES

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

SCHEDULE OF FEES

Program Courses	Tuition	Registration Fee	Semester Tech Fee *	STRF Fee	Total
ECE/CDA-100 Child Growth and Development	$200	$125	47.50	$0.00	$372.50
ECE/CDA-200 Child, Family, and Community	$200	$125	47.50	$0.00	$372.50
ECE/CDA-300 Curriculum Theories, Methods, and Materials	$200	$125	47.50	$0.00	$372.50
ECE/CDA-310 S.T.E.M. for Preschool	$200	$125	47.50	$0.00	$372.50
ECE/CDA-400 Infant/Toddler Development and Care	$200	$125	47.50	$0.00	$372.50
ECE/CDA-500 Early Childhood Program Administration and Management	$200	$125	47.50	$0.00	$372.50
ECE/CDA-510 Adult Supervision and Leadership	$200	$125	47.50	$0.00	$372.50
ECE/CDA-600 Preventive Health, Safety, and Nutrition with Pediatric First Aid and CPR	$200	$125	47.50	$0.00	$372.50
Associate of Science Degree in Early Childhood Education	20 courses total ($325 per Course) $6,500	$250	6 Semesters total (47.50 per semester) $285	$0.00	$7035.00

* The Semester Tech Fee is charged only once per semester. The cost will not stack upon enrollment into more than one program in a given semester.

Elective 2-day lecture courses	Tuition	Registration Fee	Semester Tech Fee *	STRF Fee	Total
EEAS-110 Cognitive Development	$200	$125	47.50	$0.00	$372.50
EEAS-120 Effective Strategies for Challenging Behavior	$200	$125	47.50	$0.00	$372.50

EEAS-210 Early Childhood Special Education	$200	$125	47.50	$0.00	$372.50
EEAS-320 Creating Environments for Learning	$200	$125	47.50	$0.00	$372.50
EEAS-330 Movement and Music	$200	$125	47.50	$0.00	$372.50
EEAS-410 S.T.E.A.M. for Infant and Toddlers	$200	$125	47.50	$0.00	$372.50
EEAS-610 Promoting Wellness in Early Childhood	$200	$125	47.50	$0.00	$372.50
ECE Core & General Education – 5-week online courses					
EEAS-101 The Developing Person, Childhood & Adolescence	$200	$125	47.50	$0.00	$372.50
EEAS-102 Child, Family, Community, and School Socialization	$200	$125	47.50	$0.00	$372.50
EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices	$200	$125	47.50	$0.00	$372.50
EEAS-104 Infant and Toddler Development: Conception to Age Three	$200	$125	47.50	$0.00	$372.50
EEAS-105 Early Childhood Program Administration	$200	$125	47.50	$0.00	$372.50
EEAS-106 Health, Safety, and Nutrition for the Young Child	$200	$125	47.50	$0.00	$372.50
ANTH-101 Introduction to Anthropology	$200	$125	47.50	$0.00	$372.50
COMM-101 Workplace Communication	$200	$125	47.50	$0.00	$372.50
COMM-112 Inter-Cultural Communication	$200	$125	47.50	$0.00	$372.50
ENG-101 English Composition	$200	$125	47.50	$0.00	$372.50
ENG-102 English Composition (Adv)	$200	$125	47.50	$0.00	$372.50
HIS-101 U.S. History 1600-1877	$200	$125	47.50	$0.00	$372.50
HIS 102 U.S. History 1877-Present	$200	$125	47.50	$0.00	$372.50
HLTH-101 Introduction to Health	$200	$125	47.50	$0.00	$372.50
MTH-101 Developmental Math and Algebra	$200	$125	47.50	$0.00	$372.50
SOC-101 Introduction to Sociology	$200	$125	47.50	$0.00	$372.50

* The Semester Tech Fee is charged only once per semester. The cost will not stack upon enrollment into more than one program in a given semester.

PROGRAM CHARGES

Description of Item	Fee
Registration Fee per Course	$125
Tuition per Course	Varies
STRF Fee (California residents only)	$0.00 per $1000 paid in tuition.

Textbooks (each) – approximately if rented	$50
Virtual Learning Kits	$50
Fees to Transfer Credits	$15 per unit transferred
Assessment fees for transfer of credits	$125
Semester Technology Fee	$47.50 per semester
Lecture Reschedule Fee	$75
Reinstatement Fee	$110
Tutoring Fee	$15 every 30 minutes
Additional Transcript Fee	$25
Coursework Book (Printed Syllabus in a binder)	$20

CHANGE IN TUITION RATES

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

PAYMENT METHODS ACCEPTED

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

FINANCIAL ASSISTANCE

Theoria Technical College currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition and fees. Theoria Technical College does not participate in any federal and state financial aid programs.
If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, minus the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

PAYMENT DEFAULT

The student (and co-buyer, if applicable) understands that payments are to be made to the school. If this agreement is assigned, the student (and co-buyer, if applicable) will be bound by all its terms and conditions. Payments 3 days delinquent may accrue a LATE CHARGE of $25 a day. If account is delinquent for over 5 days, the student will be dropped from the program of study.

PAYMENT PERIOD

Upon signing the enrollment agreement, students are required to pay tuition according to the institution's schedule of payment. The first tuition payment is due immediately upon signing the enrollment agreement, with the balance due no later than one week before the start date of classes. This payment structure ensures that students are financially committed to their education and allows the institution to effectively manage resources. The schedule of payment and its impact on the institution's cancellation and refund policy are clearly outlined in the enrollment agreement. Specifically, if a student cancels their enrollment or withdraws from the program, the institution's cancellation and refund policy will determine the amount of

tuition that may be refunded based on the timing of the cancellation in relation to the defined payment periods or periods of obligation.

THIRD PARTY PAYERS

For the student receiving tuition assistance, any tuition refunds will be made first to any lender up to the amount of such disbursement, any additional refunds will next be made to other funding sources accounts or any other sponsoring source up to the amount of such disbursement, and any additional refunds due will be made to the student or sponsor. Any over-payment disbursed for non-tuition educational expenses will be based on the lecture hours completed over the total time in that payment period. The student will be responsible for the repayment of any such over-payment. The refund for non-tuition educational expenses, if any, will be made to the appropriate agency account or individual.

State Law

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

CATALOG DISCLOSURE/STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program who is a California resident or enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not either a California resident or enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered

an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your

student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

REFUND POLICY

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

- Full Tuition Refund Variables:
  - On or before their first class scheduled start date or within seven days class enrollment (Full Tuition)
- Partial Tuition Refund Variable:
  - After class start date or after the seventh day from the class enrollment (Partial Refund)
  - Calculation of refund based on time of request (ProRata):
- No Refund:
  - After 60% of the course term completion from the start date.
- You can notify the institution of your withdrawal by any form of communication, including in person, by phone, email, or letter.
- The school terminates your enrollment.

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

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

REFUND TIME LIMITS

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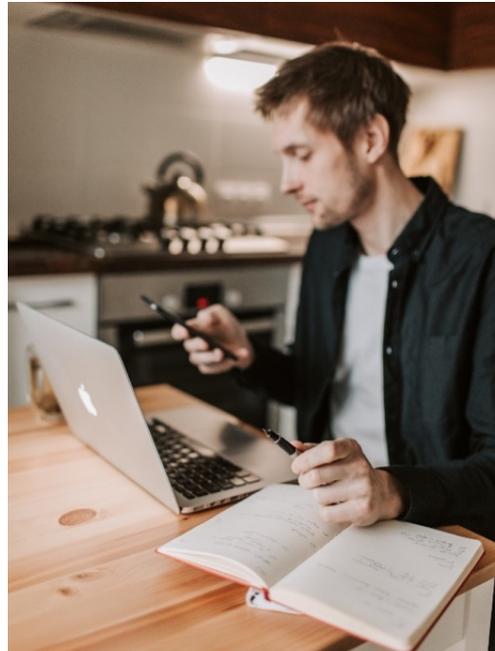
SAMPLE REFUND CALCULATION

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

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

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

PRESIDENT OF THEORIA TECHNICAL COLLEGE

Phillip D. White IV, MSPN

- Bachelor of Science, Information Technology

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

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

Antonio L. Jones, MBA, MPA

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

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

Christine Collins, M.Ed.

- Master of Arts in Education, Ashford College
- Specialization: Early Childhood Education
- Currently Pursuing Doctor of Education with a specialization in educational leadership and management

Christine has earned a master's degree in education, specializing in early childhood education. She is currently pursuing a Doctor of Education with a specialization in educational leadership and management.

Christine's core competencies include customer service, health, and safety, creating engaging learning spaces, managing employees with care, and leadership excellence. Christine currently works as a preschool director, where she has been for the past 13 years.

Christine has been in the field of early childhood education for 19 years. Christine's experience includes managing a childcare center serving families with children ages 6 weeks to 5 years. She is eager to use her hands-on knowledge of the early childhood development industry to teach others in this field.

assessment, & student development in the post-secondary environment.

Meghan Garcia, MA. Ed – Academics Affairs, Curriculum Specialist

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

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

Ms. Melanie Rodriguez

- Master of Science in Child Development, University of La Verne, Specialization in Higher Education
- Bachelor of Arts in Human Development, Pacific Oaks College

Melanie has dedicated over a decade to Early Childhood Education (ECE), a passion she discovered as a high school sophomore. She has worked with children from birth through school age across Los Angeles County, gaining extensive experience managing childcare centers for families with children aged six weeks to five years. Her expertise includes Title 22, Title 5, DRDP, ECERS, ASQ, Creative Curriculum, Head Start, State Preschool, curriculum implementation, and licensing childcare centers. Melanie also holds a Child Development Program Director Permit.

After earning her Master of Science in Child Development from the University of La Verne, Melanie transitioned to higher education. She has worked with community colleges in Los Angeles, helping students transfer, gain field experience, and obtain state

permits. Melanie's mission is to educate and advocate for children, families, and aspiring ECE professionals. She aims to inspire her students to excel, providing high-quality care in education. She is excited to teach courses and build connections with her students.

MRS. MEGAN MURPHY,

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

Megan Murphy has enjoyed working with children throughout her life. She first worked in early childhood education over eight years ago as a substitute teacher and has held multiple positions in the field, most recently being a lead Preschool/Pre-K teacher. Her experience in the classroom inspired her to pursue further education in child development and to learn how events in these early years can impact an individual. After receiving her Master of Science in Child Development at University of La Verne, she began working in the field of higher education as an Adjunct Professor. Recently, she has taken on a position in the field of Parenting Education as an educator trainer. Megan continues to love learning about the critical early years of life

and enjoys sharing her knowledge with fellow teachers, parents, and parenting educators. As an Adjunct Professor, she appreciates the opportunity to discuss the importance of quality education with other teachers. She hopes to continue positively impacting children's lives through her work of teaching those who directly influence children daily.

Mrs. Yana Chi

- M.Ed. in Curriculum and Instruction, Williams Wood University,
- B.A. Degree in English Literature, International Christian College Taipei, Taiwan
- Child Development Program Director Permit

Yana Chi has dedicated her career to early childhood education, driven by her commitment to make a meaningful impact on children's lives. Originally from Taiwan, with schooling in Shanghai and Macau, she is fluent in Mandarin and Cantonese. After teaching preschool in Taiwan for two years, she moved to Missouri to earn her Master's in Education. Now, with over a decade of experience in California public schools and holding a Child Development Program Director permit, Yana Chi not only teaches but also volunteers as a translator for Asian

families in her district, sharing her passion for education with aspiring teachers.

Mrs. Karen Snedden, M. Ed

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

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

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

Mrs. Susan Mendez

- Master of Arts in Early Education, Northern Arizona University, Flagstaff, AZ

Susan Mendez, a seasoned Early Childhood educator with over 23 years of experience, began her career as a Student Assistant in 1998 at Rancho Santiago Community College District. She transitioned to lead teacher at Family Campus Preschool in 2000, earning her associate degree from Santa Ana College in 2001. Susan holds a Bachelor of Arts from California State University, Fullerton (2009), and a Master of Education in Early Childhood Education from Northern Arizona University (2021).

Since 2013, Susan has been a dedicated Preschool Instructor at Oka Elementary School in the Fountain Valley School District. She continued her commitment in the 2021-2022 school year at Tamura Elementary School, working with the four-year-old classroom. With a Master Teacher permit for California, Susan actively contributes to the California Early Childhood Mentor Program, transforming her classroom into a lab for future preschool educators. Her passion for Early Childhood Education is evident in her positive impact on children and families. Susan looks forward to another year of adventures and learning at FVSD.

Mrs. Kosal Kat-Lim

- Master of Arts in Education, Ashford University, Chandler, AZ
- Bachelor of Arts in Child Development, Ashford University, Chandler, AZ

Kosal Kat-Lim, a childhood education leader with 19+ years of experience, discovered her passion during her BA studies at Cal State University, Los Angeles. Possessing a bachelor's in child development and a Master of Arts in Education with a focus on Special Education, she holds a Child Development Program Director Permit. Kosal is CLASS reliable in Pre-K, Toddlers, and Infant tools, and a certified trainer for Zero to Three - Brain Development.

Her diverse background spans classroom experience, project management, and overseeing family childcare centers and programs like Head Start and State Preschool. As a Network Consultant, Kosal provided guidance to teachers and collaborated with directors to establish site goals, offering professional growth trainings to enhance educators' knowledge. Outside work, she enjoys family time, travels with her husband, and indulges in gardening and caring for her two fur babies.

Ms. Elise Chan

- Bachelor of Arts in Child and Adolescent Development and Education, San Jose State University, San Jose, CA

Elise, with nearly a decade of experience in Early Childhood Education, began her journey in 2014 as a Lead Teacher at an inclusive preschool in San Francisco. Her dynamic career has spanned various educational philosophies, from Reggio Emilia to STEAM and play-based approaches. In addition to her role as a preschool lead teacher, Elise holds a Child Development Program Directors Permit and has served as a Site Supervisor for children aged 18 months through six years.

Before her involvement in Early Childhood Education, Elise taught high school English in Miyazaki, Japan, showcasing her adaptability and commitment to nurturing young minds. With a wealth of experiences, she is excited to bring her expertise to Theoria, driven by a profound passion for making a positive impact in the field.

Ms. Bianey Garcia

- M.Ed. Early Childhood Leadership, Northern Arizona University, Flagstaff, AZ (in progress)
- B.A.S Early Childhood Education, Northern Arizona University, Flagstaff AZ

My name is Bianey, though many know me as Ms. Bee, and you're welcome to call me either. With over 8 years in the Early Childhood Education (ECE) field, I've served as a childcare staff member, preschool teacher, Kindergarten lead teacher, and bilingual educator. These roles have deepened my skills and fueled my passion for advocating for children and families across the US. I specialize in social-emotional learning and applying developmentally and culturally appropriate practices. I am currently finishing my undergraduate degree in ECE at Northern Arizona University and will soon begin a Master of Education with a focus on Educational Leadership. I value collaboration with fellow ECE professionals and am always ready to offer support. A guiding principle for me is "Sowing seeds of greatness."

Ms. Matelyn C. Vidulich

- Master of Education in Early Childhood Education and Special Education (Director Qualified) University of Colorado Denver, Denver, CO
- Bachelor of Science in Human Development and Family Studies Colorado State University (CSU), Fort Collins, CO

Matty has spent over a decade in Early Childhood Education and Special Education, gaining extensive experience across public and private sectors, inclusive special needs institutions, and her own preschool and afterschool program. Her roles have deepened her understanding of classroom and business management, enhancing her ability to support the educational community effectively. After selling her business to focus on motherhood, Matty has collaborated with various organizations to share best practices for children ages 0-8. Currently, she is working with non-profit organizations in Colorado to enhance educational programs and develop curricula that cater to individual children's needs and foster a love for learning. Matty is committed to advancing higher education and supporting students in achieving their educational goals.

Mr. Jake Bills

- Master of Business Administration emphasis in Operation Management, California State University of San Marcos
- Bachelor of Science in Manufacturing Engineering Technology

Jake Bills has 15 years of experience in Engineering, Operations, and Management. He holds a BS in Manufacturing Engineering Technology with a minor in Business Administration from Brigham Young University (2004) and an Executive MBA from California State University – San Marcos (2008).

Jake began his career in Southern California, working as an engineer at companies known for operational excellence, including a Shingo Prize recipient, and later at a startup electric vehicle company.

In 2013, he returned to Salt Lake City, where he continues his career in operations management with an organization honored as Utah Manufacturer of the Year and Utah Best of State. Outside of work, Jake enjoys family activities such as biking, snowboarding, and coaching ice hockey, while still cherishing his love for surfing and the beaches of San Diego.

Ms. Danai Strother

- Master of Science in Nutrition, Lamar University, Beaumont Texas
- Master of Business Administration, Prairie View A&M University, Houston, TX
- Bachelor of Science in Communication emphasis in public relations, Lamar University, Beaumont Texas

Danai Strother, originally from Houston, Texas and of Jamaican heritage, has extensive teaching experience in speech and business communications at both secondary and higher education levels. In addition to her academic pursuits, Danai is deeply passionate about health and nutrition, operating her own nutrition shop in the Greater Houston area. Beyond teaching, she actively engages with her community by conducting wellness assessments, crafting personalized meal plans, and offering healthy products through her shop.

Mr. Trent Pendergast

- Bachelor of Science in Education, Health
- Master of Science in Physical Education, Exercise Sports Science

Ms. April Griffith

- Master of Fine Arts in Creative Writing, Chapman University
- Bachelor of Arts in English, with a Minor in Creative Writing and Writing Specialization, Southern Oregon University

Ms. April Holman - Chief Financial Officer

Mrs. Cho Spicer – Web Development & Multimedia

I've been a professional designer and freelancing full-time since 2008. Well versed in taking not much more than a good idea, and helping turn that into a living breathing entity, from creative concept through to execution. I particularly love working with companies like Theoria, that pioneer an unconventional approach in a traditional industry. Work with me.

Mr. Jed Hill – Faculty / Operations Coordinator

B.A. in History, Cal State Long Beach

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

Mr. Brendan Tang / Operations Department Assistant

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

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

Jenesis Valentine – Director of Student Services

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

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

David Gonzalez - Student Service Advisor/ Sesor de Servicios Estudiantiles

My name is David Gonzalez, and I have spent my entire life in North County San Diego, primarily in Escondido. I hold a BA in Criminology and Justice Studies from California State University San Marcos, having completed my general education at Palomar Community College.

Throughout my career, I have worked in educational settings, including roles with non-profits focused on at-promise youth and the San Diego Unified School District. These experiences have reinforced my passion for helping others achieve their educational goals. As a bilingual speaker of Spanish and English, I have effectively assisted families and individuals in overcoming language barriers in various contexts. I am committed to leveraging my skills in communication and my understanding of cultural nuances to support the diverse student body at Theoria Technical College in reaching their academic aspirations.

Ms. Alexandria Scott – Academics Department Assistant

Alexandria Scott is a dedicated advocate for early childhood education. She serves in the academic department of Theoria Technical College, which is committed to preparing the next generation of skilled educators. With six years of hands-on experience as a nanny, she has developed a profound understanding of children's developmental needs and the importance of nurturing environments. Based in Encinitas, Alexandria values the opportunity to merge her passion for child development with collaborative teamwork, finding fulfillment in a role that positively impacts educators and the children they serve. She is also pursuing her AS in Early Childhood Education.

Bowen Fan – Academics Department Assistant

- Google UX Design Certificate

Bowen Fan is a versatile artist, educator, and content creator with a diverse background in the arts and communication. He earned a degree in studio art with a focus on oil painting, while also honing his skills in digital arts and photography. Bowen later obtained a Google UX Design Certificate and leveraged his talents to produce promotional marketing content for a Re/Max real estate agency. With seven years of experience teaching Mandarin, he has instructed students from third to eighth grade, developing comprehensive courses in listening, reading, and writing. His role as a customer service representative further enhanced his communication skills, enabling him to effectively manage customer complaints and collaborate across various departments.
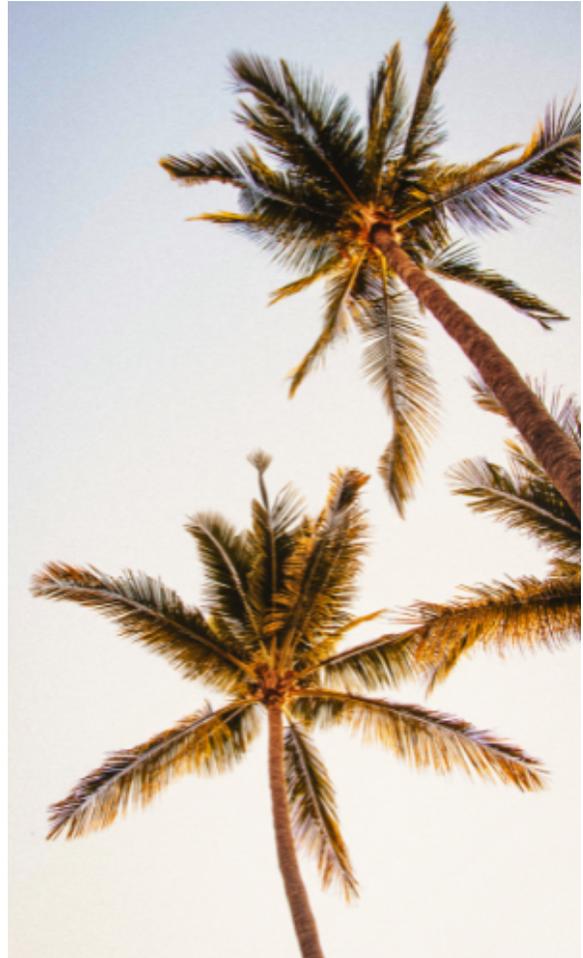
ANTH 101
Karly Mandy, MS
>   Master of Science in Psychology
>   Bachelor of Science in Psychology
>   Associate Degree of Science in Early
>   Childhood Education

HIS 101 & HIS 102
>   Associate of Arts
>   History for Transfer (AAT)
>   Bachelor of Arts History

SOC 101
>   Bachelor of Arts
>   Sociology
>   Master of Arts, Education
>   Specialization, Higher Education

ASSOCIATES OF SCIENCE IN EARLY CHILDHOOD EDUCATION

PROGRAM DESCRIPTION

The Associate of Science (AS) in Early Childhood Education is designed to prepare students for entry-level and advancing roles in early childhood education settings, including child development centers, preschools, and related educational environments. The program provides a balanced foundation in child development theory, instructional practices, health and safety, family engagement, and program administration, aligned with industry expectations and workforce needs.

The curriculum integrates **general education coursework** with **discipline-specific courses** to develop critical thinking,

communication, quantitative reasoning, and professional competencies essential to effective practice in early childhood education. Students engage in coursework that emphasizes developmentally appropriate practices, culturally responsive instruction, and ethical standards within the profession.

Upon completion of the program, graduates demonstrate competency in child development principles, curriculum planning, classroom guidance, and professional communication. The program supports preparation for employment in early childhood education roles and provides an academic pathway for continued study, where applicable.

The AS degree is structured to be completed within the published program length when students follow the recommended course sequence and general education rotation.

PROGRAM LEARNING OUTCOMES

Upon completion of the Associate of Science in Early Childhood Education, students will be able to:

1. **Apply foundational child development theories** to support the physical, cognitive, social, and emotional development of young children in early learning settings.
2. **Design and implement developmentally appropriate learning experiences** that reflect best practices, cultural responsiveness, and inclusive approaches to early childhood education.
3. **Demonstrate effective communication and collaboration skills** when working with children, families, colleagues, and community partners.
4. **Promote health, safety, and well-being** by applying appropriate

policies, procedures, and ethical standards in early childhood education environments.

5. **Analyze professional practices and ethical responsibilities** relevant to early childhood education, including reflection on personal growth and professional conduct.

6. **Apply foundational administrative and organizational concepts** relevant to early childhood programs, including documentation, supervision awareness, and program operations at an introductory level.

ASSOCIATES OF SCIENCE DEGREE REQUIREMENTS

Candidates for the Associate of Science Degree must have satisfactorily completed all the requirements for General Education, successfully completed the 18-unit residency core requirements (EEAS 101, 102, 103, 104, 105, and 106), and a minimum of 15 elective units. Two of the five elective courses (6 units) must be in early childhood to meet the early childhood 24-unit degree requirement.

TOTAL UNIT REQUIREMENT FOR ASSOCIATES DEGREE PROGRAM

1. **Total Unit Requirement– 60 Degree Applicable Semester Units**
   a. General Education = 24 Unit Minimum
   b. Major or Area of Emphasis (minimum) = 18 units minimum
   c. EEAS Electives (as needed to total 60-degree applicable units)
   d. Advanced Placement, CLEP, PLE, and DSST exams will be determined by the Theoria Technical College
   e. For A.A – T/A.S. – T (Options B and C are TBA)

2. **Grade Point Average**

   a. General Education applicable courses must have a cumulative grade point average of 2.0 ("C") or better.
   b. All 18-unit Major or Area of Emphasis courses must be at 2.0 ("C") or better.

3. **English Competency – Area D1**
   a. A Grade of "C" or better in: English 101 or another approved exam and score

4. **Math Competency– Area G**
   a. A grade of "C" or better in Math 101 or another approved exam and score
   b. READING COMPETENCY – Area H
   c. Collegiate-level reading competency may be demonstrated by passing ENG-101 with a "C" grade or better or with another equivalent score or equivalent course work from another college and/or institution.

5. **Residency Unit Requirement for a Degree**
   a. A student must complete at least 18 units (all EEAS core classes: 101, 102, 103, 104, 105, and 106) in residence at Theoria Technical College.

6. **Please Note:**
   a. Course Numbering: Only courses numbered 100 or higher are applicable for the Local Non-Transfer AA or AS Degree.
   b. General education credit for a single course may be used in only one category A – D & E.
   c. Coursework may double count for the satisfaction of both the general education and major requirements; however, units may be counted only once.

d. Advanced or Honors sections of a course may be used in lieu of the regular approved course.

GENERAL EDUCATION REQUIREMENTS

1. Area A. Natural Sciences

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

2. Area B. Social and Behavioral Sciences

These courses explore, at the micro and macro level, the social, political and economic institutions that underpin society. Courses fulfilling these requirements promote understanding and appreciation of social, political, and economic institutions, probe the relationship between these insinuations and human behavior, examine these institutions in both their historical and contemporary context, include historical and contemporary perspectives emphasizing equity, diversity, and inclusion in U.S. and global contexts.

3. Area C. Humanities

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

4. Area D. Language and Rationality

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

5. Area E. Healthful Living and Self Development

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

6. Area F. Diversity

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

7. Area G. Math Competency

In these courses, students will learn to distill and solve problems through the application of appropriate models and methods, and to rearticulate their solutions using language appropriate to the discipline.

Collegiate-level math competency may be demonstrated by successfully passing MATH 101 or any higher-level math course with a minimum grade of "C" or better.

8. Area H. Reading Competency

The objective here is to analyze texts using methods appropriate to literary study and to situate analysis within contexts where texts circulate.

Collegiate-level reading competency may be demonstrated by successfully passing English 101 with a "C" or better.

ASSOCIATE OF SCIENCE DEGREE | EARLY CHILDHOOD EDUCATION PATHWAYS FT/PT

A.S. DEGREE – GENERAL EDUCATION GRADUATION REQUIREMENTS

2025-2026 Planning Guide Local Non-Transfer Form

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

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

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

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

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

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

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

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

A.S. DEGREE – EEAS CORE AND RESIDENCY REQUIREMENTS

2025-2026 Planning Guide Local Non-Transfer Form

A.S. Program-EEAS CORE			
A minimum of 18 units required. Completion of all EEAS CORE courses are required. Core requirements (Residency Units) are non-transferable.			
	C	IP	N
The Developing Person, Childhood & Adolescence EEAS-101			
Child, Family, School, Community: Socialization & Support EEAS-102			
Effective Practices in Early Childhood Education EEAS-103			
Infant & Toddler Development from Conception to Age 3 EEAS-104			
Management of Child Development Centers EEAS-105			
Health, Safety, and Nutrition for the Young Child EEAS-106			

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

AS. DEGREE – EEAS ELECTIVE REQUIREMENTS

A.S. Program-EEAS ELECTIVES

A minimum of 15 units is required. A minimum of 6 of those 15 units must be in early childhood. Any of the below courses or other transferable elective courses approved by the institution.

	C	IP	N
Cognitive Development EEAS-110			
Effective Strategies for Challenging Behaviors EEAS-120			
Early Childhood Special Education EEAS-210			
Creating Environments for Learning EEAS-320			
Movement and Music EEAS-330			
S.T.E.A.M. for Infant and Toddlers EEAS-410			
Emotional Wellness & Trauma in Early Childhood EEAS-610			

Key

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

RESIDENCY UNIT REQUIREMENT

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

ASSOCIATE OF SCIENCE DEGREE CORE REQUIREMENTS:

- EEAS 101 The Developing Person, Childhood & Adolescence (3 units)
- EEAS 102 Child, Family, School, Community: Socialization & Support (3 units)
- EEAS 103 Effective Practices in Early Childhood Education (3 units)
- EEAS 104 Infant & Toddler Development from Conception to Age 3 (3 units)
- EEAS 105 Management of Child Development Centers (3 units)
- EEAS 106 Health, Safety, and Nutrition for the Young Child (3 units)

Please Note: EEAS core classes are *non-transferable* from other colleges or institutions.

INSTRUCTIONAL HOUR COMPLIANCE

Theoria Technical College awards credit and verifies instructional time in accordance with the U.S. Department of Education (34 CFR § 600.2), the ACCJC Policy on Credit Hour, Clock Hour, and Academic Year (2024), and BPPE § 71720.

All associate degree courses follow the Credit Hour (Carnegie Unit) model as defined in institutional policy IPM 4.3 – Credit Hour Policy and IPM 4.7 – Award of Credit Policy.

Each 3-unit course represents 135 verified instructional hours of student learning, combining faculty instruction, applied coursework, and independent study as shown below:

CREDIT-HOUR EQUIVALENCY MODEL (PER 3-UNIT COURSE)

Activity Type	Hours	Description of Learning Engagement
Direct Faculty Instruction	45 Hours	Weekly instructor-led lectures, live or asynchronous presentations, guided discussions, and feedback-based learning activities demonstrating *Regular and Substantive Interaction (RSI).*
Independent / Out-of-Class Learning	90 Hours	Assigned readings, research, written reflections, online discussions, and applied projects verified through LMS participation and graded submissions.
Total Student Learning Time	135 hours (3 semester credits)	Equivalent to 3 semester units under IPM 4.3 Credit Hour Policy, in compliance with ACCJC 2024 and U.S. Department of Education standards.

Instructional time and credit awards are verified through Orbund LMS tracking, faculty documentation of *Regular and Substantive Interaction (RSI)*, and Academic Affairs oversight of course syllabi, ensuring continuous compliance with federal, accreditor, and BPPE definitions of a credit hour.

TRANSFER STUDENTS

Students entering the Early Childhood Education Associates of Science Degree program are eligible to receive transfer credit up to 24 transferable GE and Elective courses from previous institutions. For more information on a transcript evaluation and degree audit please email academics@theoriatechnical.com

Transfer credit evaluations are conducted under IPM 4.6 – Transfer of Credit Policy.

Health 101	3 units
Intercultural Communication 112	3 units
EEAS 104 Infant & Toddler Development from Conception to Age 3	3 units
EEAS Elective	3 units

Total: 12 units

Spring Semester

Math 101	3 units
EEAS 105 Management of Child Development Centers	3 units
EEAS Elective	3 units
EEAS 106 Health, Safety, and Nutrition for the Young Child	3 units

Total: 12 units

Total Units: 60 units

PLANNING YOUR DEGREE PATHWAY

This document outlines the courses needed to complete your AS degree (which requires 60 eligible credits) based on your degree pathway. These courses include general education requirements as well as courses that may be used to meet our elective requirements.

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

SAMPLE SEMESTER BY SEMESTER PLAN FULL TIME (12 UNITS)

Fall Semester

Anthropology 101	3 units
History 101	3 units
EEAS 101 The Developing Person, Childhood & Adolescence	3 units
EEAS Elective	3 units

Total: 12 units

Spring Semester

Sociology 101	3 units
History 102	3 units
EEAS 102 Child, Family, School, Community: Socialization & Support	3 units
EEAS Elective	3 units

Total: 12 units

Summer Semester

English Composition 101	3 units
Communication in the Workplace 101	3 units
EEAS 103 Effective Practices in Early Childhood Education	3 units
EEAS Elective	3 units

Total: 12 units

Fall Semester

Anthropology 101	3 units
EEAS 101 The Developing Person, Childhood & Adolescence	3 units

Total: 6 units

Spring Semester

History 101	3 units
EEAS Elective	3 units

Total: 6 units

Summer Semester

Sociology 101	3 units
EEAS 102 Child, Family, School, Community: Socialization & Support	3 units

Total: 6 units

Fall Semester

History 102	3 units
EEAS Elective	3 units

Total: 6 units

Spring Semester

English 101	3 units
EEAS 103 Effective Practices in Early Childhood Education	3 units

Total: 6 units

Summer Semester

Communication in the Workplace 101	3 units
EEAS Elective	3 units

Total: 6 units

Fall Semester

Health 101	3 units
EEAS 104 Infant & Toddler Development from Conception to Age 3	3 units

Total: 6 units

Spring Semester

Intercultural Communication 112	3 units
EEAS Elective	3 units

Total: 6 units

Summer Semester

Math 101	3 units
EEAS 105 Management of Child Development Centers	3 units

Total: 6 units

Fall Semester

EEAS 106 Health, Safety, and Nutrition for the Young Child	3 units
EEAS Elective	3 units

Total: 6 units

Total Units: 60 units

Reference: All instructional hours and credit assignments within the Associate of Science in Early Childhood Education Degree Pathway align with the ACCJC Policy on Credit Hour, Clock Hour, and Academic Year (2024), U.S. Department of Education 34 CFR § 600.2, and BPPE § 71720 Minimum Educational Standards.

See also institutional policies IPM 4.3 (Credit Hour) and IPM 4.7 (Award of Credit) for verification and monitoring procedures.

Effective Date: December 12, 2025 | Approved by: CAO & President | Next Review Due: October 2026 | Revision History: v1.3 (2025)

Bureau for Private Postsecondary Education
Department of Consumer Affairs

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

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

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

If this institution stops pursuing accreditation, it must:

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

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

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

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

ECE/CDA-100 CHILD GROWTH AND DEVELOPMENT CERTIFICATE PROGRAM

ECE/CDA-100 Child Growth and Development

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program provides a comprehensive overview of human development from infancy through adolescence, with an emphasis on the physical, cognitive, social, and emotional domains. Students will examine major developmental theories and current research while exploring the complex interaction between biological and environmental factors that influence growth. The course emphasizes practical strategies for identifying and supporting developmental milestones in diverse educational and caregiving environments. Designed for individuals pursuing careers in early childhood education, childcare, or related fields, this course equips students with the foundational knowledge and applied skills necessary

Program Learning Outcomes:

- Identify and evaluate the major theories and stages of child development from infancy through adolescence.
- Explain and assess the impact of biological, environmental, and cultural influences on developmental processes.
- Analyze and interpret the interrelationships among physical, cognitive, emotional, and social development in children.
- Apply knowledge of developmental milestones to design and support nurturing, developmentally appropriate environments for children.
- Implement and reflect on evidence-based strategies to address and adapt to the diverse needs of children in educational and caregiving settings.

Cost of this program: $325.00

ECE/CDA-200 CHILD, FAMILY, AND COMMUNITY CERTIFICATE PROGRAM

ECE/CDA-200 Child, Family, and Community

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program examines the vital role of families, communities, and cultural contexts in early childhood development. Students will explore how family structures, parenting styles, social environments, and community resources influence children's growth, learning, and well-being. Emphasis is placed on building inclusive, respectful partnerships between families and educators that support positive developmental outcomes. The program equips students with practical strategies for engaging families, promoting cultural competence, and implementing family-centered practices in accordance with ethical and professional standards in early care and education.

Program Learning Outcomes:
- Describe the major theories and stages of child development from infancy through adolescence.
- Explain the impact of biological and environmental influences on developmental processes.
- Analyze the interplay between physical, cognitive, emotional, and social development in children.
- Apply knowledge of developmental milestones to create supportive environments for children.

- Utilize evidence-based strategies to address the diverse needs of children in educational and caregiving settings.

Cost of this program: $325.00

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

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
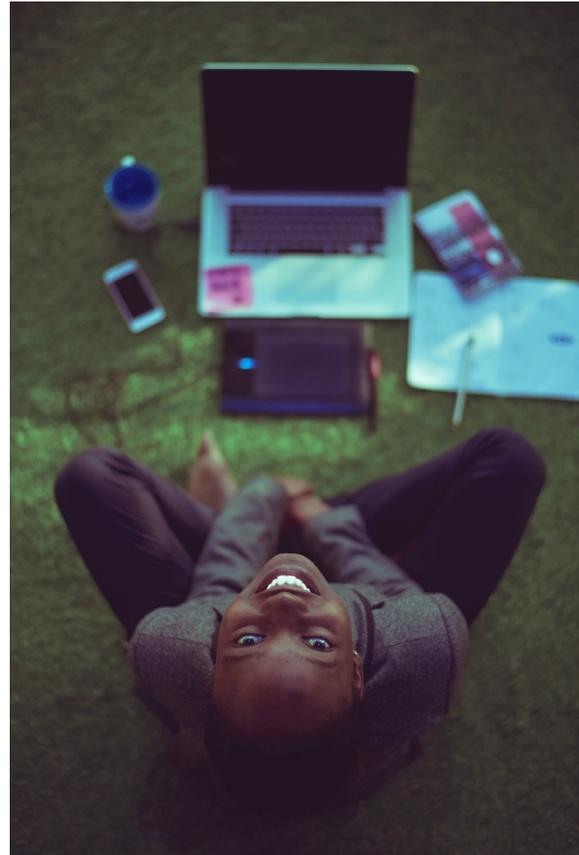1:20 (On-Campus)
1:40 (Distance Education)

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

Program Learning Outcomes:
- Explain the principles of developmentally appropriate practices and how they apply to the early childhood curriculum.
- Design and implement curriculum plans that are responsive to the developmental stages and interests of young children.
- Evaluate curriculum activities to ensure they support physical, cognitive, social, and emotional growth.
- Incorporate strategies that embrace cultural diversity and individual differences within the early childhood curriculum.

- Develop skills to assess and adapt curriculum content to support an inclusive and engaging learning environment.

Cost of this program: $325.00

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

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-
week term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program provides early childhood educators
with a comprehensive, hands-on approach to
integrating STEAM (Science, Technology,
Engineering, Arts, and Mathematics) into early
learning environments. Through guided
explorations, educators will learn to design and
facilitate engaging, inquiry-based activities that
align with child development principles and
support diverse learning styles. The program
emphasizes experiential learning strategies that
foster curiosity, creativity, collaboration, and
problem-solving in young children. Participants
will examine real-world connections to STEAM
concepts, learn techniques for incorporating
cross-disciplinary thinking, and explore
approaches that promote equity, accessibility, and
inclusiveness in the classroom. By the end of the
program, educators will be equipped to implement
developmentally appropriate STEAM experiences
that encourage critical thinking and innovation,
laying a strong foundation for lifelong learning.

Program Learning Outcomes:
- Create and execute hands-on STEAM
  projects that align with early childhood
  developmental stages, promoting engagement
  and curiosity among young learners.
- Utilize inquiry-based methodologies to
  encourage exploration and critical thinking in

young children, facilitating a deeper
understanding of STEAM concepts.
- Incorporate artistic elements into STEM
  activities to enhance creativity and holistic
  learning experiences for early learners.
- Develop and implement STEAM activities
  that are inclusive and culturally responsive,
  ensuring equitable access and participation for
  all students.
- Evaluate the effectiveness of STEAM
  activities through observation and assessment,
  reflecting on outcomes to inform and
  improve instructional strategies.

Cost of this program: $325.00

ECE/CDA-400 Infant/Toddler Development & Care

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program provides an in-depth exploration of early development from birth through age three, emphasizing the importance of responsive caregiving and relationship-based practices. Students examine the physical, cognitive, social-emotional, and language milestones that occur during infancy and toddlerhood, with attention to the influences of family, culture, and environment. Topics include creating safe and nurturing learning spaces, understanding attachment and temperament, supporting emerging communication and self-help skills, and implementing caregiving routines that promote trust, autonomy, and exploration. Through observation, reflection, and applied assignments, students learn to design developmentally appropriate, inclusive, and culturally responsive care plans that meet the diverse needs of infants and toddlers in group and home-based settings.

Program Learning Outcomes:
- Describe the stages of infant and toddler development across physical, cognitive, social and emotional domains.
- Understand the importance of responsive caregiving and its impact on attachment, trust, and overall development.
- Develop and implement developmentally appropriate practices that provide a safe, supportive, and stimulating environment for infants and toddlers.

- Utilize observation and assessment tools to understand individual needs and plan responsive, personalized care and learning experiences.
- Communicate effectively with families to build partnerships that support and extend developmental gains made in caregiving settings.

Cost of this program: $325.00

ECE/CDA-500 Program Administration and Management

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program provides a comprehensive overview of the principles and practices involved in planning, administering, and evaluating early childhood education programs. Students will examine key areas of program leadership, including curriculum planning, staff recruitment and development, financial oversight, regulatory compliance, and quality improvement. Emphasis is placed on the role of administrators as instructional leaders, mentors, and managers who support inclusive, developmentally appropriate learning environments. Students will explore strategies for managing a variety of program types, such as private centers, family childcare homes, faith-based programs, and federally funded operations, and will review tools like the Program Administration Scale (PAS) to support program evaluation and continuous improvement.

Program Learning Outcomes:
- Identify and apply core principles of effective leadership and management in early childhood program settings, focusing on building a positive organizational culture and collaborative team dynamics.
- Design a developmentally appropriate and inclusive curriculum that aligns with program goals, supports diverse learning needs, and promotes holistic child development.
- Develop strategies for recruiting, training, and retaining qualified staff, ensuring professional growth and maintaining high-quality standards within the program.
- Apply financial management skills to budget planning, resource allocation, and cost control, ensuring sustainable program operations.
- Interpret and implement regulatory and legal requirements, ensuring compliance with local, state, and federal guidelines to maintain safe, ethical, and effective early childhood programs.

Cost of this program: $325.00
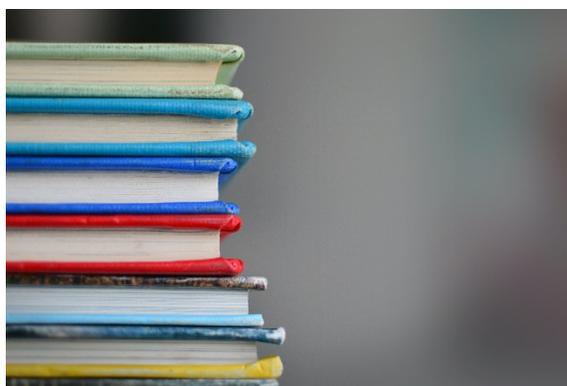
ECE/CDA-510 Adult Supervision & Leadership

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program is designed to prepare aspiring and current early childhood educator leaders with the skills and knowledge to effectively implement the Professional Standards for Educational Leaders (PSEL). Through a problem-based learning approach, students will explore real-world challenges in educational settings and develop strategies that foster an inclusive, equitable, and student-centered learning environment. The program emphasizes practical applications of leadership theories, ethical decision-making, collaborative practices, and strategic planning to improve school culture, teaching, and learning outcomes.

Program Learning Outcomes:

- Analyze and Apply the Professional Standards for Educational Leaders (PSEL)
- Design and Implement Strategic Improvement Plans
- Demonstrate Ethical Leadership and Decision-Making
- Use Data to Drive Instructional Improvement
- Facilitate Collaborative Leadership and Stakeholder Engagement

Cost of this program: $325.00

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

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This program introduces essential knowledge and practical skills related to child health, safety, and nutrition in early childhood settings. Students will learn how to create environments that support young children's physical well-being by focusing on illness prevention, injury reduction, emergency preparedness, and environmental safety. Topics include pediatric first aid and CPR, nutritional guidelines, safe food practices, and strategies to prevent lead exposure. The program also reviews regulatory standards such as Title 22 and prepares students to develop emergency and disaster response plans. Through a combination of theoretical instruction and hands-on training, students will be equipped to promote and maintain health and safety in early learning environments.

Program Learning Outcomes:
▪ Demonstrate knowledge of Nutrition and Healthy Eating Habits for Young Children
▪ Identify and implement safety protocols to prevent injuries and lead exposure
▪ Apply pediatric CPR and first aid techniques
▪ Promote preventative health practices and hygiene
▪ Evaluate and address environmental factors affecting child health, including lead prevention

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

Cost of this program: $325.00

EARLY CHILDHOOD EDUCATION COURSES

EEAS-101 Child Growth and Development: Childhood and Adolescence
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides a comprehensive overview of human development from infancy through adolescence, with an emphasis on the physical, cognitive, social, and emotional domains. Students will examine major developmental theories and current research while exploring the complex interaction between biological and environmental factors that influence growth. The course emphasizes practical strategies for identifying and supporting developmental milestones in diverse educational and caregiving environments. Designed for individuals pursuing careers in early childhood education, childcare, or related fields, this course equips students with the foundational knowledge and applied skills necessary to foster healthy development across all stages of childhood.

Student Learning Outcomes

- Identify and explain major developmental theories describing physical, cognitive, emotional, and social development from infancy through adolescence, including the contributions of Piaget, Erikson, and Vygotsky.
- Analyze developmental milestones in motor skills, language acquisition, and brain development across early and middle childhood using age-specific benchmarks.
- Evaluate the impact of family, culture, and environment on developmental outcomes, including parenting styles, socioeconomic factors, and cultural practices.

- Describe and assess adolescence as a unique developmental stage, focusing on identity formation, peer relationships, and risk behaviors based on current psychological research.
- Apply course concepts to real-life situations by identifying potential developmental challenges (e.g., learning disabilities, trauma, puberty) and proposing evidence-based strategies to support healthy development.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a core requirement in the Associate of Science in Early Childhood Education program.

EEAS-110 Cognitive Development
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course explores how children think, reason, and learn from infancy through adolescence. Students will examine the processes by which children acquire knowledge, develop problem-solving skills, and adapt to their environments. Major theories of cognitive development, including constructivist, sociocultural, and information-processing perspectives, are analyzed to understand how children's thinking evolves across developmental stages. Emphasis is placed on the interaction between biological maturation, social context, and learning experiences. Through analysis of research, observation, and practical application, students will learn to connect developmental theory to real-world educational and caregiving practices that support children's intellectual growth and curiosity.

Student Learning Outcomes

- Describe the major theories of cognitive development, constructivist, sociocultural, and information-processing, and explain their key principles and differences.
- Analyze how biological maturation, social interaction, and environmental context influence the ways children think, reason, and learn across developmental stages.
- Evaluate research findings and case studies that illustrate cognitive development processes such as memory, language, and problem-solving.
- Apply cognitive development theories to interpret real-world examples of children's learning behaviors and classroom practices.
- Design observation-based or instructional strategies that promote curiosity, reasoning, and problem-solving in diverse educational and caregiving environments.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-120 Effective Strategies for Challenging Behaviors

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course examines the nature, causes, prevention, and intervention strategies for challenging behavior in young children across early childhood settings. Students will explore developmental, neurological, environmental, and socio-cultural factors that contribute to behavior difficulties. Emphasis is placed on prevention through supportive teacher, child relationships,

positive classroom environments, and curriculum adaptations that foster social and emotional growth. Learners will develop skills in conducting functional assessments, designing positive behavior support plans, and collaborating with families and professionals to implement evidence-based, ethical, and culturally responsive practices.

Student Learning Outcomes
- Identify and classify types of challenging behavior and associated risk factors.
- Analyze challenging behavior using a functional behavior framework (antecedent–behavior–consequence).
- Design prevention strategies that promote positive classroom environments and social-emotional growth.
- Develop a positive behavior support (PBS) plan with measurable goals and intervention strategies.
- Evaluate ethical, cultural, and family-collaborative considerations in behavior intervention and propose responsive strategies.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.
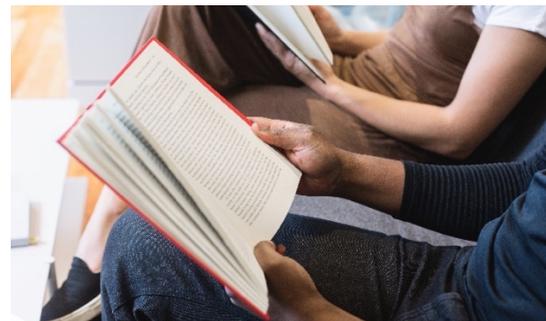
EEAS-102 EEAS-102 Child, Family, Community, and School Socialization
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course explores the complexities of human development through the lens of bioecological theory, the dynamics of family structures, and the impact of self-esteem and academic engagement on performance. It delves into how various environmental systems from immediate family to broader societal contexts shape an individual's development and examine the effects of family transitions such as divorce on child development. Additionally, the course addresses the influence of self-esteem on university students' academic engagement, offering a holistic view of how personal and environmental factors interplay to impact educational outcomes. Through lectures, discussions, and assignments, students will engage with these concepts deeply, applying them to real-world scenarios and their personal experiences to enhance their understanding and professional skills in managing child development and educational settings.

Student Learning Outcomes

- Analyze the bioecological model of human development by evaluating how family, school, community, and societal influences shape a child's socialization and development.
- Compare and contrast diverse family structures and transitions—such as divorce, remarriage, and single-parent households—and assess their impact on children's emotional, social, and cognitive development.

- Evaluate the influence of self-esteem and academic engagement on educational outcomes in adolescent and university populations by integrating contemporary research and case study analysis.
- Apply developmental and sociological theories to real-world scenarios by designing responsive strategies that support positive child outcomes in educational and community-based settings.
- Demonstrate critical thinking and reflective practice through written assignments and class discussions that integrate theoretical concepts with personal and professional experiences in child and family development.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a core requirement in the Associate of Science in Early Childhood Education program.

EEAS-210 Early Childhood Special Education
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course introduces students to the foundations and practices of inclusive education for children with exceptional needs from birth through age 8. Students will explore developmental and learning differences, disability categories under the Individuals with Disabilities Education Act (IDEA), culturally responsive teaching, and strategies for supporting diverse learners in inclusive settings. Emphasis is placed on early identification, collaboration with families and professionals, and implementing individualized supports to promote access, equity, and engagement. Through real-world applications, students will develop a framework for creating

nurturing, inclusive environments that support the success of all children.

Student Learning Outcomes

- Identify and describe key characteristics of major developmental disabilities and exceptionalities in early childhood, including cognitive, physical, and socio-emotional domains.
- Demonstrate understanding of federal and state legislation (e.g., IDEA, ADA, Section 504) related to the rights of children with disabilities and the responsibilities of educators in inclusive settings.
- Apply inclusive teaching strategies and differentiated instruction methods to meet the individual needs of children with exceptionalities in diverse classroom environments.
- Collaborate effectively with families, paraprofessionals, and specialists to support Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Reflect on cultural, linguistic, and socioeconomic factors that influence perceptions of disability and advocate for equitable, strengths-based approaches to early childhood inclusion.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.
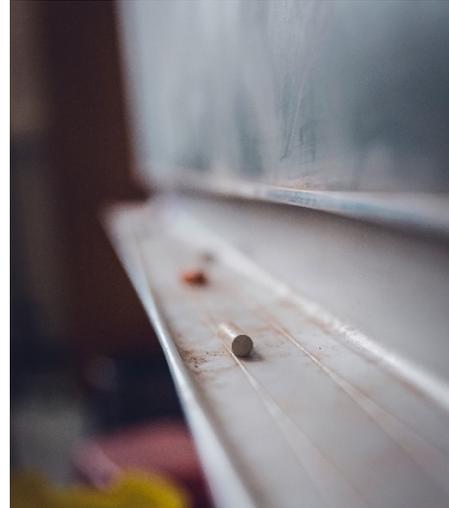
EEAS-103 EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides a comprehensive examination of developmentally appropriate practices in early childhood education, with an emphasis on research-based strategies that promote positive outcomes for young children. Students will explore core concepts related to child development, intentional teaching, inclusive learning environments, and family partnerships. Emphasis is placed on ethical practice, cultural responsiveness, and continuous reflection to support diverse learners from birth through age eight. Through real-world applications and case studies, students will critically analyze effective practices and gain the skills necessary to provide optimal learning experiences in early learning settings.

Student Learning Outcomes
- Identify and explain the core principles of developmentally appropriate practice and how

they support child development across physical, cognitive, social, and emotional domains.

- Analyze the role of intentional teaching strategies in fostering active engagement, problem-solving, and inquiry among young children.
- Evaluate diverse early childhood learning environments and determine how they support inclusive and equitable educational experiences.
- Design responsive curriculum activities that integrate developmentally appropriate practices, support diverse learners, and align with ethical and professional standards in early childhood education.
- Demonstrate reflective practice by assessing personal biases, instructional effectiveness, and strategies for continuous improvement in early learning environments.

This course operates under the Credit-Hour model in accordance with [IPM 4.3](#) and [SOP-AAD-003.](#)

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-320 Creating Environments for Learning

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides practical guidance for designing play-based learning environments that align with national and state standards while supporting effective teaching and child development. Through real-world examples, videos, and current research, students explore early childhood theories, curriculum standards, and culturally responsive practices. Emphasis is placed on integrating children's developmental needs, interests, and diverse backgrounds into curriculum

planning. The course also addresses working in K–3 settings, diversity, and 21st-century learning strategies, equipping future and current educators to create meaningful learning experiences in family childcare, centers, preschools, and elementary classrooms.

Student Learning Outcomes
- Use ethical considerations in conducting formal and informal child and environmental assessments to design an effective learning center, to guide teacher facilitation of learning, to document learning outcomes, and to evaluate the effectiveness of the center.
- Design and implement an effective early childhood learning center using knowledge of development, early learning outcomes, and child and environmental assessments.
- Use a broad range of developmentally appropriate strategies to facilitate learning as children are engaged in learning centers.
- Plan and implement effective transitions and routines.
- Design an effective schedule and an effective indoor and outdoor environment.

This course operates under the Credit-Hour model in accordance with [IPM 4.3](#) and [SOP-AAD-003.](#)

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-330 Movement and Music

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course explores the developmental importance of movement and music in early childhood education, emphasizing the integration

of physical activity, rhythm, and creative expression to support children's cognitive, physical, and socio-emotional growth. Students will examine theories of motor development, design movement and music experiences aligned with developmental stages, and learn strategies for fostering creativity, inclusion, and cultural responsiveness through movement and sound. Practical applications and reflective exercises will help future educators plan developmentally appropriate, inclusive, and engaging movement and music experiences for young children.

Student Learning Outcomes

- Define and explain key concepts of movement and music development in early childhood, including physical, social, and cognitive benefits.
- Analyze the relationship between movement, music, and developmental milestones, identifying how each supports holistic child growth.
- Design and implement developmentally appropriate movement and music activities that promote creativity, inclusion, and engagement for diverse learners.
- Evaluate the effectiveness of movement and music activities in meeting learning objectives and supporting physical and emotional well-being.
- Reflect on professional practices and ethical considerations in creating inclusive, culturally responsive movement and music environments in early childhood settings.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-104 Infant and Toddler Development: Conception to Age Three

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides an in-depth exploration of infant and toddler development from conception through age three, with a focus on understanding the unique needs, abilities, and experiences of young children. Students will examine the interplay between physical, cognitive, social, and emotional growth, and the role of caregivers in supporting secure relationships, healthy development, and responsive learning environments. Emphasis is placed on evidence-based practices that promote optimal development and the ability to interpret developmental cues, support emerging competencies, and respond to the diverse needs of young children and their families. Through reflection, observation, and application, students will build the knowledge and skills necessary to create nurturing, inclusive, and developmentally appropriate care and learning environments.

Student Learning Outcomes
- Analyze the major milestones of prenatal, infant, and toddler development and explain how biological, environmental, and cultural factors influence growth.
- Evaluate caregiver responses and interactions in supporting the physical, cognitive, social, and emotional needs of infants and toddlers.
- Apply evidence-based strategies to design developmentally appropriate environments that promote secure attachments and early learning.

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- Interpret infant and toddler cues to identify developmental needs and guide responsive caregiving practices.
- Create a comprehensive care plan that integrates observation data, family input, and developmental theory to support an infant or toddler's growth and well-being.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a core requirement in the Associate of Science in Early Childhood Education program.

EEAS-410 S.T.E.A.M. for Infants and Toddlers

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course introduces developmentally appropriate approaches to Science, Technology, Engineering, Arts, and Mathematics (STEAM) for children from birth to 36 months. Grounded in play-based learning and responsive caregiving, the course emphasizes how everyday routines, materials, and environments can nurture early curiosity, problem-solving, sensory exploration, and emerging language. Students learn to design safe, culturally and linguistically responsive experiences; observe and document children's learning; and partner with families to extend STEAM thinking at home. Topics include setting up STEAM-rich environments, scaffolding exploration through attuned interactions, integrating the arts to further understanding, and assessing learning through authentic documentation. By the end of the course, students will be able to plan, implement, and evaluate infant–toddler STEAM experiences that align with developmentally appropriate practice and support the whole child.

Student Learning Outcomes

- Analyze how infants and toddlers explore STEAM concepts through play and daily routines, explaining links to cognitive, language, motor, and social-emotional development using current early childhood theory and research.
- Design a STEAM-rich environment for infants and toddlers that is safe, accessible, and culturally responsive, including a materials plan (open-ended objects, loose parts, and sensory items) with rationales for each choice.
- Implement at least three developmentally appropriate STEAM experiences (e.g., cause-and-effect water play, sound exploration, simple ramps and pathways) and document children's learning with photos, notes, and learning stories.
- Assess and interpret observational documentation to identify individual strengths, interests, and next steps, then revise plans to scaffold children's inquiry and problem-solving.
- Communicate practical strategies for families to extend STEAM learning at home (in infants' and toddlers' everyday routines), producing a family resource that is clear, culturally sensitive, and evidence informed.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-105 Early Childhood Program Administration

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides an in-depth exploration of the principles and practices involved in managing child development centers. Students will examine leadership strategies, organizational structures, program planning, fiscal management, legal and ethical responsibilities, staffing, and family engagement. Emphasis is placed on developing the knowledge and skills needed to create high-quality, developmentally appropriate environments that foster the growth and learning of young children. Through case studies, real-world applications, and reflective practice, students will build competencies in leading early childhood programs that support both staff and families while aligning with state and national standards.

Student Learning Outcomes

- Identify key components of effective child development center management, including staffing, budgeting, and program design.
- Analyze legal, ethical, and regulatory issues that impact the operation of child development centers.
- Develop a staffing and professional development plan that supports educators and promotes high-quality teaching practices.
- Evaluate program policies and procedures for alignment with best practices in early childhood education and family engagement.
- Design a comprehensive management plan for a child development center that integrates fiscal responsibility, regulatory compliance, and a vision for quality improvement.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

EEAS-106 Health, Safety, and Nutrition for the Young Child
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

Course Description

This course provides a comprehensive overview of the key elements in promoting health, safety, and nutritional well-being in early childhood education settings. It emphasizes the integration of children with long-term health conditions into mainstream classrooms, the importance of high-quality early childhood education, and the critical aspects of infant nutrition. Through assignments and discussions, students will learn to develop and implement health promotion plans, manage chronic health conditions, create safe and conducive learning environments, and plan nutritionally balanced meal programs. The course aims to equip future educators and childcare providers with the knowledge and skills necessary to support optimal child development and health within diverse educational settings.

Student Learning Outcomes

- Explain how health, safety, and nutrition work together to help young children grow and learn.
- Show how to keep children safe and healthy in early childhood programs, including spotting illness and preventing accidents.

- Plan healthy meals and snacks for young children based on their age and nutritional needs.
- Understand and follow rules and laws that keep children safe and healthy in childcare settings.
- Create fun and age-appropriate ways to teach children and families about healthy habits.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a core requirement in the Associate of Science in Early Childhood Education program.

EEAS-610 Promoting Wellness in Early Childhood
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 13-week term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course introduces students to trauma-informed practices within early childhood education, with a focus on providing safe, supportive, and equitable learning environments for young children and their families. Students will examine the impact of trauma on child development, explore evidence-based strategies for building resilience, and develop professional practices that promote healing-centered engagement. Emphasis is placed on culturally responsive approaches, collaboration with families and community partners, and reflective practice to strengthen educators' capacity to support all learners.

Student Learning Outcomes

- Define the core principles of trauma-informed care and identify their application in early childhood education settings.
- Analyze the ways in which trauma affects children's cognitive, social-emotional, and behavioral development.
- Apply trauma-informed strategies to classroom practices that foster safety, trust, and resilience in young children.
- Evaluate culturally responsive and family-centered approaches for addressing trauma within early childhood communities.
- Design a comprehensive trauma-informed action plan that incorporates evidence-based practices to support children, families, and educators.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills an elective requirement in the Associate of Science in Early Childhood Education program.

GENERAL EDUCATION COURSES

ANTH-101 Introduction to Anthropology
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course is an introduction to cultural anthropology. Anthropology offers a way of understanding both the commonalities of the human experience and the diversity of human societies and cultures. It offers tools for making sense of the experience of people whose lives are different from our own, as well as casting our familiar world in a new perspective. The course introduces some of the key concepts that have concerned anthropologists such as culture, social culture, religion, kinship, race, gender, consumption, community, and identity, and provides an opportunity to learn about a variety of cultural contexts both within and outside the United States.

Student Learning Outcomes

- Explain the scope, fields, and holistic approach of anthropology, and evaluate its relevance to society and culture.
- Analyze the concept of culture, including norms, relativism, and change, and evaluate the impact of globalization and cultural diversity.
- Compare cross-cultural variations in childhood, gender, race, ethnicity, and class, and assess their implications for social stratification and change.

- Examine the role of language, subsistence strategies, kinship, marriage, and economic systems in shaping human societies.
- Evaluate political structures, religious practices, and artistic expression cross-culturally, explaining their adaptive and social functions.
- Apply anthropological theories and methods to contemporary issues in health, environment, and cultural resource management, while addressing ethical responsibilities.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

COMM-101 Workplace Communication
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

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

Student Learning Outcomes

- Apply the writing process to plan, draft, revise, and edit clear, concise, and purposeful workplace communications across various formats.
- Demonstrate effective communication strategies by producing professional emails, memos, letters, and other workplace messages tailored to audience and purpose.
- Exhibit proper digital etiquette by composing electronic communications that are professional, respectful, and appropriate for diverse workplace contexts.
- Develop structured reports and employment messages that effectively convey information and demonstrate an understanding of workplace conventions.
- Prepare and deliver organized oral presentations that apply intercultural communication principles and support effective team collaboration in a globalized workplace.

This course operates under the Credit-Hour model in accordance with [IPM 4.3](#) and [SOP-AAD-003.](#)

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

COMM-112 Intercultural Communication
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

In the modern age, the interactions between people of different countries and cultures are continually increasing in number. This course will expose students to the realm of intercultural communication and how to successfully navigate communication with people from different cultures. Students will be prompted to think about not only surface-level cultural differences, but also deeper nuances that greatly impact communication, and they should reflect on the way they communicate with people from different cultures.

Student Learning Outcomes

- Demonstrate effective communication across diverse cultural contexts using appropriate verbal and nonverbal strategies.
- Analyze cultural patterns and worldviews to identify similarities and differences in communication behaviors.
- Evaluate the impact of personal and cultural biases on intercultural interactions and relationships.
- Apply intercultural communication theories and frameworks to real-world case studies and professional scenarios.
- Develop strategies for intercultural competence and conflict resolution in both personal and professional settings.
- Reflect critically on one's own cultural identity and its influence on communication with others.

This course operates under the Credit-Hour model in accordance with [IPM 4.3](#) and [SOP-AAD-003.](#)

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

ENG-101 English Composition
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides students with a comprehensive foundation in academic and professional writing by integrating rhetoric, critical reading, research strategies, and grammar instruction. Using *Strategies for Successful Writing* (12th ed.) as the primary text, students will explore the writing process from invention to revision, develop coherent and persuasive essays, engage with academic sources, and refine their grammar and mechanics. Emphasis is placed on writing with purpose and audience awareness across various rhetorical modes, including narration, argumentation, comparison, and analysis. Students will also learn to conduct and document research ethically using MLA guidelines.

Student Learning Outcomes

- Apply all stages of the writing process (prewriting, drafting, revising, editing) to produce clear, organized, and well-developed academic essays.
- Compose essays using multiple rhetorical strategies, including narration, description, analysis, comparison, and argumentation, to engage specific audiences and purposes.
- Conduct academic research using credible sources and integrate findings effectively through accurate MLA citation and documentation.
- Analyze and evaluate written texts for structure, argument quality, rhetorical effectiveness, and use of supporting evidence.
- Demonstrate mastery of grammar, syntax, punctuation, and mechanics appropriate to college-level written English.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria

Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

HIS-101 U.S. History 1600-1877
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

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

Student Learning Outcomes:

- Identify and describe key events, people, institutions, and developments in American history from the early 1600s through 1877.

- Analyze the cultural, economic, diplomatic, and military interactions among Native Americans, European settlers, and the African diaspora in shaping early America.

- Evaluate the role of individuals and groups, both prominent and marginalized, in influencing the course of American history.

- Interpret how the contested meanings of freedom and equality evolved throughout early American history.

- Explain the establishment of the North American colonies and their economic and

political relationships with European powers.

- Examine the causes, key events, and outcomes of major conflicts such as the American Revolution and the Civil War, and assess their long-term impact on the United States.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

HIS-102 U.S. History 1877-Present
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

American history Post Civil war is distinguished by generations of technological innovation, economic development, spread of diversity, and notable world conflicts. This course incorporates these narratives into a unique interpretation that accounts for the stories of diverse groups of people and expands notions of American identity and employs a rich mix of history and analysis. This particular course continues from where HIS-101 left off on Reconstruction and covers the period of U.S. history from the post-Civil War era to modern times.

Student Learning Outcomes

- Demonstrate knowledge of major events, individuals, institutions, and developments in the United States from 1877 to the present, including the impact of industrialization, urbanization, and immigration. (Basic History)

- Analyze the cultural, economic, diplomatic, and military relationships among new immigrants, Native Americans, African Americans, and Anglo Americans in the evolving American nation.
- Evaluate the United States' global interactions and influence during major conflicts, including World War I, World War II, the Cold War, and the Vietnam War.
- Interpret the role of individuals—both well-known and everyday citizens—in shaping the course of modern American history. (Human Agency)
- Assess the changing definitions and struggles for equality and justice across different social, racial, and political movements. (Contested Equality)

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

HLTH-101 Introduction to Health
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

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

focused and present, and to improve academic performance. This course also addresses differences, disparity, and health equity.

Student Learning Outcomes:

- Explain how lifestyle factors such as nutrition, exercise, stress, and relationships influence physical, mental, and social well-being.

- Discuss and apply strategies for managing life's expected and unexpected challenges to maintain overall health.

- Examine how individual habits and choices affect both personal health and the health of family and community members.

- Identify and describe common health conditions, including their causes, risk factors, symptoms, prevention methods, and treatment options.

- Analyze their own lifestyle choices and develop realistic plans for health improvement.

- Evaluate health disparities and explore the social, economic, and cultural factors that contribute to unequal health outcomes.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

SOC-101 Introduction to Sociology
3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction (including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course offers a comprehensive introduction to the principles, concepts, and theories of sociology. Students will explore the foundational elements of sociological inquiry, including culture, socialization, institutions, stratification, deviance, and social change. Emphasis is placed on understanding how social structures shape individual and group behaviors, how inequality is produced and challenged, and how globalization influences contemporary societies. Through critical analysis, application exercises, and real-world examples, students will develop the sociological imagination necessary to analyze social life across local and global contexts.

Student Learning Outcomes

- Define and explain key sociological concepts, theories, and methods used to study social behavior and social institutions.
- Apply the sociological imagination to examine the relationship between individual experiences and broader social forces.
- Analyze patterns of social inequality and stratification, including those based on class, race, gender, and global position.
- Evaluate the role of social institutions such as family, education, religion, and the economy in shaping societal outcomes.
- Discuss the impact of globalization, social change, and technology on contemporary societies using sociological frameworks.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

MTH-101 Developmental Math and Algebra

3 Semester Units (4.5 Quarter Units)
135 Total Learning Hours delivered over a 5-week accelerated term

45 Hours of Faculty-Guided Instruction
(including Regular and Substantive Interaction)
90 Hours of Independent and Applied Learning

Maximum Faculty-to-Student Ratio:
1:20 (On-Campus)
1:40 (Distance Education)

This course provides students with a foundation in developmental mathematics and introductory algebra through practical, real-world applications. Emphasis is placed on developing mathematical reasoning, problem-solving skills, and confidence in working with numbers. Topics include basic arithmetic, fractions, decimals, ratios, percentages, linear equations, and algebraic expressions. Students will explore how mathematical principles connect to everyday decision-making, professional fields, and various academic disciplines. By the end of the course, students will demonstrate an ability to analyze, solve, and interpret quantitative problems using clear and logical reasoning.

Student Learning Outcomes

- Apply arithmetic operations to whole numbers, fractions, and decimals in solving real-world and academic problems.
- Solve and graph linear and quadratic equations and inequalities, demonstrating understanding of algebraic relationships.
- Interpret and analyze basic statistical data, including mean, median, mode, and range, in practical contexts.
- Apply geometric and measurement concepts to compute area, perimeter, volume, and conversions between units.
- Factor and simplify polynomial expressions using appropriate algebraic methods.
- Simplify and evaluate rational expressions and equations, identifying restrictions on variables and domains.

This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003.

This course fulfills a General Education requirement within the Associate of Science degree program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

JOB CLASSIFICATIONS OF THE EARLY CHILDHOOD

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

DEVELOPMENT PROGRAM AND SOC CODES

- Early Child Care Assistant* - SOC Code/25-9042
- Preschool Assistant* - SOC Code/25-2011
- Infant Aide* - SOC Code/25-9042
- Playground Supervisor- SOC Code/25-3090
- Preschool Director**** - SOC Code/11-9031 and/or SOC Code/11-9032
- Child Development Program Director****- SOC Code/11- 9031 and/or SOC Code/11-9032
- Infant Director*****- SOC Code/11-9031 and/or SOC Code/11-9032

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

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

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

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

If this institution stops pursuing accreditation, it must:

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

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

Institutional Representative Initials: _____Date: _____

Student Initials: _____Date: _____

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

Signature of the President:

_____Date:_____

2026 Academic Calendar

Spring Semester 2026

Start & End Date	Jan-26
Jan 3rd - Apr 2nd	ECE/CDA 100 Child Growth and Development
Jan 3rd - Apr 2nd	ECE/CDA 400 Infant/Toddler Development and Care
Jan 3rd - Apr 2nd	ECE/CDA 510 Adult Supervision and Leadership
Jan 4th - Feb 7th	HIS-101 [U.S. History First Founders-1877]
Jan 4th - Feb 7th	EEAS-101 Child Growth and Development: Childhood and Adolescence
Jan 10th - Apr 9th	ECE/CDA 200 Child, Family, and the Community
Jan 10th - Apr 9th	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
Jan 11th - Feb 14th	SOC-101 [Introduction to Sociology]
Jan 11th - Feb 14th	EEAS-102 Child, Family, Community, and School Socialization
Jan 17th - 19th	Martin Luther King Jr. 1/19/2026
Jan 22nd - 1st	New Years Day
Jan 24th - Apr 23rd	ECE/CDA 500 ECE Program Administration and Management
Jan 24th - Apr 23rd	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Jan 24th - Apr 23rd	EEAS-120 Effective Strategies for Challenging Behaviors
Jan 25th - Feb 28th	ENG-101 [English Freshman Composition]
Jan 25th - Feb 28th	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices

Start & End Date	Feb-25
Jan 31st - Apr 30th	ECE/CDA 100 Child Growth and Development
Jan 31st - Apr 30th	EEAS-210 Early Special Needs Education
Jan 31st - Apr 30th	ECE/CDA 400 Infant/Toddler Development and Care
Jan 31st - Apr 30th	ECE/CDA 200 Child, Family, and the Community
Jan 31st - Apr 30th	ECE/CDA 500 ECE Program Administration and Management
Feb 7th - May 7th	EEAS-110 Cognitive Development
Feb 7th - May 7th	ECE/CDA 200 Child, Family, and the Community
Feb 7th - May 7th	ECE/CDA-300 Curriculum Theories, Methods, & Materials
Feb 7th - May 7th	ECE/CDA 100 Child Growth and Development
Feb 14th - 16th	President's Day
Feb 21st - May 21st	ECE/CDA 400 Infant/Toddler Development and Care
Feb 21st - May 21st	ECE/CDA 500 ECE Program Administration and Management
Feb 21st - May 21st	EEAS-320 Creating Environments for Learning

Start & End Date	
Feb 21st - May 21st	ECE/CDA-310 S.T.E.M. for Preschool
Feb 21st - May 21st	ECE/CDA-300 Curriculum Theories, Methods, & Materials

Start & End Date	Mar-26
Mar 1st - Apr 4th	ANTH-101 [Cultural Anthropology]
Mar 1st - Apr 4th	EEAS-101 The Developing Person | Childhood & Adolescence
Mar 7th - Jun 4th	ECE/CDA 200 Child, Family, and the Community
Mar 7th - Jun 4th	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
Mar 7th - Jun 4th	ECE/CDA 100 Child Growth and Development
Mar 7th - Jun 4th	ECE/CDA 400 Infant/Toddler Development and Care
Mar 8th - Apr 11th	HIS-102 [U.S. 1877-New Millennium]
Mar 8th - Apr 11th	EEAS-102 Child, Family, Community, and School Socialization
Mar 14th - Jun 11th	ECE/CDA 510 Adult Supervision and Leadership
Mar 15th - Apr 18th	SOC-101 [Introduction to Sociology]
Mar 15th - Apr 18th	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
Mar 21st - Jun 18th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Mar 21st - Jun 18th	EEAS-410 S.T.E.A.M. for Infants
Mar 22nd - Apr 25th	ENG-101 [English Freshman Composition]
Mar 22nd - Apr 25th	EEAS-104 Infant and Toddler Development: Conception to Age Three
Mar 28th - Jun 25th	ECE/CDA 100 Child Growth and Development
Mar 28th - Jun 25th	ECE/CDA 400 Infant/Toddler Development and Care
Mar 28th - Jun 25th	ECE/CDA 500 ECE Program Administration and Management
Mar 28th - Jun 25th	ECE/CDA 200 Child, Family, and the Community
Mar 28th - Jun 25th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Mar 28th - Jun 25th	EEAS-610 Emotional Wellness and Trauma in Early Childhood
Mar 29th - May 2nd	ECE/CDA-500 ECE Program Administration and Management
Mar 29th - May 2nd	COMM-112 [Intercultural Communication]
	EEAS-105 Early Childhood Program Administration

Start & End Date	Apr-26
Apr 4th - 5th	Easter 4/06/2026
Apr 11th - Jul 9th	ECE/CDA 100 Child Growth and Development
Apr 11th - Jul 9th	ECE/CDA 400 Infant/Toddler Development and Care
Apr 11th - Jul 9th	ECE/CDA-300 Curriculum Theories, Methods, and Materials
Apr 11th - Jul 9th	ECE/CDA 200 Child, Family, and the Community
Apr 11th - Jul 9th	ECE/CDA 500 ECE Program Administration and Management
Apr 12th - May 16th	HLTH-101 [Introduction to Health]

Apr 12th - May 16th	EEAS-106 Health, Safety, & Nutrition for the Young Child
Apr 18th - Jul 16th	ECE/CDA 200 Child, Family, and the Community
Apr 18th - Jul 16th	EEAS-110 Cognitive Development
Apr 18th - Jul 16th	EEAS-120 Effective Strategies for Challenging Behaviors
Apr 18th - Jul 16th	ECE/CDA 100 Child Growth and Development
Apr 18th - Jul 16th	ECE/CDA-300 Curriculum Theories, Methods, and Materials
Apr 19th - May 23rd	MATH-101 [Developmental Math & Algebra]
Apr 19th - May 23rd	EEAS-101 Child Growth and Development: Childhood and Adolescence
Apr 25th - Jul 23rd	ECE/CDA 400 Infant/Toddler Development and Care
Apr 25th - Jul 23rd	EEAS-330 Music and Movement
Apr 25th - Jul 23rd	ECE/CDA 500 ECE Program Administration and Management
Apr 25th - Jul 23rd	EEAS-210 Early Special Needs Education
Apr 26th - May 30th	ANTH-101 [Cultural Anthropology]
Apr 26th - May 30th	EEAS-102 Child, Family, Community, and School Socialization

Start & End Date	May-26
May 2nd - Jul 30th	ECE/CDA 200 Child, Family, and the Community
May 2nd - Jul 30th	ECE/CDA 400 Infant/Toddler Development and Care
May 2nd - Jul 30th	ECE/CDA 500 ECE Program Administration and Management
May 2nd - Jul 30th	ECE/CDA-100 Child Growth and Development
May 3rd - Jun 6th	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
May 3rd - Jun 6th	HIS-101 [U.S. History First Founders-1877]
May 9th - 10th	Mother's Day
May 10th - 10th	Mother's Day
May 16th - Aug 13th	ECE/CDA 200 Child, Family, and the Community
May 16th - Aug 13th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
May 16th - Aug 13th	ECE/CDA-100 Child Growth and Development
May 16th - Aug 13th	ECE/CDA-310 S.T.E.M. for Preschool
May 16th - Aug 13th	EEAS-320 Creating Environments for Learning
May 17th - Jun 20th	EEAS-104 Infant and Toddler Development: Conception to Age Three
May 17th - Jun 20th	SOC-101 [Introduction to Sociology]
May 23rd - 25th	Memorial Day
May 24th - 25th	Memorial Day
May 30th - Aug 27th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
May 30th - Aug 27th	ECE/CDA 400 Infant/Toddler Development and Care
May 30th - Aug 27th	ECE/CDA 500 ECE Program Administration and Management

May 31st - Jul 4th	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
May 31st - Jul 4th	EEAS-105 Early Childhood Program Administration
	ENG-101 [English Freshman Composition]

Summer Semester 2026

Start & End Date	Jun-26
Jun 6th - Sep 3rd	ECE/CDA 100 Child Growth and Development
Jun 6th - Sep 3rd	ECE/CDA 200 Child Family, and the Community
Jun 6th - Sep 3rd	ECE/CDA 400 Infant/Toddler Development and Care
Jun 6th - Sep 3rd	ECE/CDA 500 ECE Program Administration and Management
Jun 6th - Sep 3rd	ECE/CDA 510 Adult Supervision and Leadership
Jun 7th - Jul 11th	COMM-101 [Workplace Communication]
Jun 7th - Jul 11th	EEAS-106 Health, Safety, & Nutrition for the Young Child
Jun 13th - Sep 10th	ECE/CDA 100 Child Growth and Development
Jun 13th - Sep 10th	ECE/CDA 200 Child Family, and the Community
Jun 13th - Sep 10th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Jun 13th - Sep 10th	EEAS-410 S.T.E.A.M. for Infants
Jun 13th - Sep 10th	EEAS-610 Emotional Wellness and Trauma in Early Childhood
Jun 14th - Jul 18th	EEAS-101 Child Growth and Development: Childhood and Adolescence
Jun 14th - Jul 18th	HLTH-101 [Introduction to Health]
Jun 20th - 19th	Juneteenth
Jun 20th - 21st	Father's Day
Jun 27th - Sep 24th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Jun 27th - Sep 24th	ECE/CDA 400 Infant/Toddler Development and Care
Jun 27th - Sep 24th	ECE/CDA 500 ECE Program Administration and Management
Jun 28th - Aug 1st	EEAS-102 Child, Family, Community, and School Socialization
Jun 28th - Aug 1st	MATH-101 [Developmental Math & Algebra]
Jun 29th - Jul 10th	Summer Break

Start & End Date	Jul-26
Jun 29th - Jul 10th	Summer Break
Jul 4th - 4th	Independence Day
Jul 11th - Oct 8th	ECE/CDA 100 Child Growth and Development
Jul 11th - Oct 8th	ECE/CDA 200 Child, Family, and the Community
Jul 11th - Oct 8th	ECE/CDA 400 Infant/Toddler Development and Care
Jul 11th - Oct 8th	ECE/CDA 500 ECE Program Administration and Management

Jul 11th - Oct 8th	EEAS-120 Effective Strategies for Challenging Behaviors
Jul 12th - Aug 15th	ANTH-101 [Cultural Anthropology]
Jul 12th - Aug 15th	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
Jul 18th - Oct 15th	ECE/CDA 100 Child Growth and Development
Jul 18th - Oct 15th	ECE/CDA 200 Child, Family, and the Community
Jul 18th - Oct 15th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Jul 18th - Oct 15th	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
Jul 18th - Oct 15th	EEAS-110 Cognitive Development
Jul 19th - Aug 22nd	EEAS-104 Infant and Toddler Development: Conception to Age Three
Jul 19th - Aug 22nd	HIS-102 [U.S. 1877-New Millennium]
Jul 25th - Oct 22nd	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Jul 25th - Oct 22nd	ECE/CDA 400 Infant/Toddler Development and Care
Jul 25th - Oct 22nd	ECE/CDA 500 ECE Program Administration and Management
Jul 25th - Oct 22nd	EEAS-330 Music and Movement
Jul 26th - Aug 29th	EEAS-105 Early Childhood Program Administration
Jul 26th - Aug 29th	SOC-101 [Introduction to Sociology]

Fall Semester 2026

Start & End Date	Aug-26
Aug 1st - Oct 29th	ECE/CDA 100 Child Growth and Development
Aug 1st - Oct 29th	ECE/CDA 200 Child, Family, and Community
Aug 1st - Oct 29th	ECE/CDA 400 Infant/Toddler Development and Care
Aug 1st - Oct 29th	ECE/CDA 500 ECE Program Administration and Management
Aug 2nd - Sep 5th	COMM-112 [Intercultural Communication]
Aug 2nd - Sep 5th	EEAS-106 Health, Safety, & Nutrition for the Young Child
Aug 8th - Nov 5th	ECE/CDA 100 Child Growth and Development
Aug 8th - Nov 5th	ECE/CDA 200 Child, Family, and Community
Aug 8th - Nov 5th	ECE/CDA-310 S.T.E.M. for Preschool
Aug 9th - Sep 12th	EEAS-101 Child Growth and Development: Childhood and Adolescence
Aug 9th - Sep 12th	HLTH-101 [Introduction to Health]
Aug 15th - 16th	Administration Weekend
Aug 16th - Sep 19th	EEAS-102 Child, Family, Community, and School Socialization
Aug 16th - Sep 19th	MATH-101 [Developmental Math & Algebra]
Aug 22nd - Nov 19th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Aug 22nd - Nov 19th	ECE/CDA 400 Infant/Toddler Development and Care
Aug 22nd - Nov 19th	EEAS-320 Creating Environments for Learning

Start & End Date	
Aug 23rd - Sep 26th	ANTH-101 [Cultural Anthropology]
Aug 23rd - Sep 26th	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
Aug 29th - Nov 26th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Aug 29th - Nov 26th	ECE/CDA 500 ECE Program Administration and Management
Aug 29th - Nov 26th	EEAS-210 Early Special Needs Education
Aug 30th - Oct 3rd	EEAS-104 Infant and Toddler Development: Conception to Age Three

Start & End Date	Sep-26
Sep 5th - 7th	Labor Day
Sep 12th - Dec 10th	ECE/CDA 100 Child Growth and Development
Sep 12th - Dec 10th	ECE/CDA 200 Child, Family, and the Community
Sep 12th - Dec 10th	ECE/CDA 400 Infant/Toddler Development and Care
Sep 12th - Dec 10th	ECE/CDA 500 ECE Program Administration and Management
Sep 12th - Dec 10th	ECE/CDA 510 Adult Supervision and Leadership
Sep 13th - Oct 17th	EEAS-105 Early Childhood Program Administration
Sep 13th - Oct 17th	HIS-101 [U.S. History First Founders-1877]
Sep 19th - Dec 17th	ECE/CDA 100 Child Growth and Development
Sep 19th - Dec 17th	ECE/CDA 200 Child, Family, and the Community
Sep 19th - Dec 17th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Sep 19th - Dec 17th	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
Sep 19th - Dec 17th	EEAS-610 Emotional Wellness and Trauma in Early Childhood
Sep 20th - Oct 24th	EEAS-106 Health, Safety, & Nutrition for the Young Child
Sep 20th - Oct 24th	SOC-101 [Introduction to Sociology]
Sep 26th - Dec 24th	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Sep 26th - Dec 24th	ECE/CDA 400 Infant/Toddler Development and Care
Sep 26th - Dec 24th	ECE/CDA 500 ECE Program Administration and Management
Sep 26th - Dec 24th	EEAS-410 S.T.E.A.M. for Infants
Sep 27th - Oct 31st	EEAS-101 Child Growth and Development: Childhood and Adolescence
Sep 27th - Oct 31st	ENG-101 [English Composition]

Start & End Date	Oct-26
Oct 3rd - Dec 31st	ECE/CDA 100 Child Growth and Development
Oct 3rd - Dec 31st	ECE/CDA 400 Infant/Toddler Development and Care
Oct 3rd - Dec 31st	ECE/CDA 500 ECE Program Administration and Management
Oct 3rd - Dec 31st	EEAS-120 Effective Strategies for Challenging Behaviors
Oct 3rd - Dec 31st	EEAS-210 Early Special Needs Education
Oct 4th - Nov 7th	COMM-101 [Workplace Communication]

Oct 4th - Nov 7th	EEAS-102 Child, Family, Community, and School Socialization
Oct 10th - 12th	Indigenous People's Day
Oct 17th, 2026 - Jan 14th, 2027	ECE/CDA 100 Child Growth and Development
Oct 17th, 2026 - Jan 14th, 2027	ECE/CDA 200 Child, Family, and the Community
Oct 17th, 2026 - Jan 14th, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Oct 17th, 2026 - Jan 14th, 2027	ECE/CDA 310 S.T.E.M. for Preschool
Oct 17th, 2026 - Jan 14th, 2027	EEAS-330 Music and Movement
Oct 18th - Nov 21st	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
Oct 18th - Nov 21st	HLTH-101 [Introduction to Health]
Oct 24th, 2026 - Jan 21st, 2027	ECE/CDA 200 Child, Family, and the Community
Oct 24th, 2026 - Jan 21st, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Oct 24th, 2026 - Jan 21st, 2027	ECE/CDA 400 Infant/Toddler Development and Care
Oct 24th, 2026 - Jan 21st, 2027	ECE/CDA 500 ECE Program Administration and Management
Oct 24th, 2026 - Jan 21st, 2027	EEAS-110 Cognitive Development
Oct 25th - Nov 28th	EEAS-104 Infant and Toddler Development: Conception to Age Three
Oct 25th - Nov 28th	MATH-101 [Developmental Math & Algebra]

Start & End Date	Nov-26
Oct 31st, 2026 - Jan 28th, 2027	ECE/CDA 100 Child Growth and Development
Oct 31st, 2026 - Jan 28th, 2027	ECE/CDA 200 Child, Family, and the Community
Oct 31st, 2026 - Jan 28th, 2027	ECE/CDA 400 Infant/Toddler Development and Care
Oct 31st, 2026 - Jan 28th, 2027	ECE/CDA 500 ECE Program Administration and Management
Oct 31st, 2026 - Jan 28th, 2027	ECE/CDA 510 Adult Supervision and Leadership
Nov 1st - Dec 5th	ANTH-101 [Cultural Anthropology]
Nov 1st - Dec 5th	EEAS-105 Early Childhood Program Administration
Nov 7th, 2026 - Feb 4th, 2027	ECE/CDA 100 Child Growth and Development
Nov 7th, 2026 - Feb 4th, 2027	ECE/CDA 200 Child, Family, and the Community
Nov 7th, 2026 - Feb 4th, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Nov 7th, 2026 - Feb 4th, 2027	EEAS-320 Creating Environments for Learning
Nov 14th - 11th	Veteran's Day
Nov 15th - Dec 19th	EEAS-106 Health, Safety, & Nutrition for the Young Child
Nov 15th - Dec 19th	HIS-102 [U.S. 1877-New Millennium]
Nov 21st, 2026 - Feb 18th, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Nov 21st, 2026 - Feb 18th, 2027	ECE/CDA 400 Infant/Toddler Development and Care
Nov 21st, 2026 - Feb 18th, 2027	ECE/CDA 500 ECE Program Administration and Management
Nov 21st, 2026 - Feb 18th, 2027	ECE/CDA 600 Health, Safety, and Nutrition w/CPR+1st Aid
Nov 22nd - Dec 26th	EEAS-101 Child Growth and Development: Childhood and Adolescence
Nov 22nd - Dec 26th	

Nov 26th - 29th	SOC-101 [Introduction to Sociology]
	Thanksgiving Break

Start & End Date	Dec-26
Dec 5th, 2026 - Mar 4th, 2027	ECE/CDA 100 Child Growth and Development
Dec 5th, 2026 - Mar 4th, 2027	ECE/CDA 200 Child, Family, and the Community
Dec 5th, 2026 - Mar 4th, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Dec 5th, 2026 - Mar 4th, 2027	ECE/CDA 400 Infant/Toddler Development and Care
Dec 5th, 2026 - Mar 4th, 2027	ECE/CDA 500 ECE Program Administration and Management
Dec 5th, 2026 - Mar 4th, 2027	EEAS-610 Emotional Wellness and Trauma in Early Childhood
Dec 6th, 2026 - Jan 9th, 2027	EEAS-102 Child, Family, Community, and School Socialization
Dec 6th, 2026 - Jan 9th, 2027	ENG-101 [English Composition]
Dec 12th, 2026 - Mar 11th, 2027	ECE/CDA 100 Child Growth and Development
Dec 12th, 2026 - Mar 11th, 2027	ECE/CDA 200 Child, Family, and the Community
Dec 12th, 2026 - Mar 11th, 2027	ECE/CDA 300 Curriculum Theories, Methods, and Materials
Dec 12th, 2026 - Mar 11th, 2027	ECE/CDA 400 Infant/Toddler Development and Care
Dec 12th, 2026 - Mar 11th, 2027	ECE/CDA 500 ECE Program Administration and Management
Dec 12th, 2026 - Mar 11th, 2027	EEAS-120 Effective Strategies for Challenging Behaviors
Dec 12th, 2026 - Mar 11th, 2027	EEAS-410 S.T.E.A.M. for Infants
Dec 13th, 2026 - Jan 16th, 2027	COMM-112 [Intercultural Communication]
Dec 13th, 2026 - Jan 16th, 2027	EEAS-103 Early Childhood Early Childhood Curriculum: Theories, Methods, and Practices: Theories, Methods, and Practices
Dec 19th, 2026 - Jan 1st, 2027	Holiday Break