

Montessori Institute of Advanced Studies

*Affiliated by American Montessori Society (AMS)
Accredited by Montessori Accreditation Council for Teacher Education (MACTE)
Approved by the Bureau for Private Post-Secondary Education, California (BPPV)
Connected with the Division of Continuing and International Education, California
State University, East Bay*



STUDENT HANDBOOK/ CATALOGUE

*Early Childhood Teacher Credentialing Program
2 ½ through 6 Years*

***22781 Canyon Court, Castro Valley, CA94552
510-581-3729***

Rev: 2/16

“The real preparation for education is the study of one's self. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit.”

*Maria Montessori
The Absorbent Mind*

Mission Statement

Montessori Institute of Advanced Studies believes that each individual pursues his/her own growth within the limits of social responsibility, as stated in Maria Montessori's Philosophy of Education. Our Teacher-Training Program offers an opportunity to verify and develop what gifts reside inside the student-teachers for helping children in their self-learning. Most important of these qualities that we intend to nourish is an intuitive quality of attention. In its presence we will experience openness to the child's spirit and heart and receive its trust in return.

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Introduction

Montessori Institute of Advanced Studies offers the Montessori Early Childhood Teacher Credentialing program. The Institute is located in the heart of the beautiful Bay Area, Castro Valley, California. For its operation, the Institute is approved by the State of California, the Bureau of Private Postsecondary Education (BPPE). The program is accredited by the Montessori Accrediting Council of Teacher Education (MACTE) and is affiliated by American Montessori Society (AMS). The Institute offers teacher preparation courses for Montessori teachers of children 2 ½ through 6 years of age.

The Institute's facility was specially designed for educational purposes. It is nestled in the East Bay hills in Northern California only thirty minutes from San Francisco, with easy access to BART. The classrooms are large, well-lighted, and the outdoor environment is beautifully landscaped. The building uses "green" features in all possible ways, including solar panels for electrical needs. Surrounded by nature it is a perfect setting for educational ventures.

We welcome you in our program and we look forward to interact with you around the themes of this truly sensitive and creative approach to children in the early years of their lives.

Contact Information

The Institute is housed in the building of Montessori School at Five Canyons:
Address: 22781 Canyon Ct., Castro Valley, Ca 94552

Director: Meher Van Groenou

Practicum Coordinator: Sarah Pollock

Phone: (510) 581-3729

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Email: mehervg@gmail.com or sarahmariepollock@gmail.com

Training Program Mission and Overview

The Montessori Institute of Advanced Studies conducts a Montessori Teacher Preparation program for Early Childhood (2 1/2 through 6 years of age.). Maria Montessori pioneered this child centered education in Italy in the early 1900s. Her method was derived from careful scientific observation of children. Each child, she noticed, carries inside a deep desire to learn and to bring forth his/her special gifts. She was able to show that under favorable conditions, with sensitive teachers and carefully designed material in proper arrangement, this inner sense of order and intelligence in children would blossom. Since 1906, Montessori education spread all over the world. The Institute prepares teachers to work in a Montessori classroom with this younger age group.

Mission Statement

Montessori Institute of Advanced Studies believes that each individual pursues his/her own growth within the limits of social responsibility, as stated in Maria Montessori's Philosophy of Education. Our Teacher-Training Program offers an opportunity to verify and develop what gifts reside inside the student-teachers for helping children in their self-learning. Most important of these qualities that we intend to nourish is an intuitive quality of attention. In its presence we will experience openness to the child's spirit and heart and receive its trust in return.

Montessori Institute of Advanced Studies' goals are:

- Prepare teachers to conduct early childhood education for ages 2.5 through 6 years with a deep grounding in Montessori's philosophy;
- Develop teachers who receive Montessori training in the contemporary context of child development and educational thought.
- Create teachers as "scientific pedagogues" who see the prepared environment as a dynamic system that responds to the child in the pursuit of her/his potentials.

Description of the Certification Course

Program Cycles

The Montessori Institute of Advanced Studies offers one or two year program cycles for prospective Montessori teachers of children between the ages of 2 1/2 through 6 years. The one year program cycle offers intensive academic training during the summer, followed by the Practicum starting in the fall. *This cycle is only offered if there is sufficient enrollment (10 students) by April of the year.*

The two year program cycle offers the Academic phase, starting in the summer, and continuing on alternate Saturdays throughout the school year. The Practicum takes place the following school year. In both cycles the Academic Phase consists of five courses of 192 hours of instructional time. A 30 to 40-hour course in Child Development is taken at a local college. The Practicum Phase includes five workshops (30 hours) and a weekend class for Social Studies and Physical and Life Sciences (16 hours), 4 seminars (32 hours, including 8 hours of independent study), 30 hours of observation, and a year-long Project

(16hours). The adult learner is required to do an Internship working in a classroom of children 2-1/2 to 6 years of age with a qualified teacher for the entire school year (Practicum 540 hours). There are 886 academic contact hours in total for completing the Early Childhood Credentialing course.

All classes take place at Montessori School at Five Canyons, 22781 Canyon Ct., Castro Valley, CA. 94552, phone (510) 581-3729, FAX (510) 581-6824.

Basic Information

- Educational level: Undergraduate.
- Units/ Credits: The students will have earned 47.5 quarter units when they successfully complete the program. These units can be transferred to the California State University, East Bay (CSUEB) (optional). The Institute issues a transcript detailing the EC classes and the units/credits earned.
- Degrees: Twelve of these units can be transferred toward the Bachelor's Degree in Human Development in the Early Childhood option at Cal State University East Bay.
- Certification: The program is Affiliated by American Montessori Society and is accredited by MACTE. Upon successful completion of the Teacher Education Program the Institute requests the Teacher Credentialing Certificate from AMS.

Application Process

Program applications are available from our office via email, post or fax. The application includes a list of accompanying materials needed for consideration for admission. No application can be processed before receipt of the application fee and a face-to-face meeting between the applicant and the program director or Practicum Coordinator.

Selection Procedures

1. The Director reviews the application form, personal statement, letters of recommendation, and transcripts. Application from a foreign student is refer to the Designated officer to review
2. The Director or Assistant Director interviews each candidate.
3. The Director makes the admission decision.
4. The Montessori Institute of Advanced Studies accepts applicants to its Teacher Credentialing program regardless of color, race, gender, religion, physical challenge, nationality, or ethnic origins. The program is non-sectarian.

Faculty

Meher Van Groenou, Director, Instructor

Meher Van Groenou holds a M.A. in Education (with honors) from St. Mary's College in Moraga, California, with specialization in Montessori Education. She also holds M.S.W. degrees from M.S. University, Baroda, India and from the University of Michigan in Ann Arbor. Ms. Van Groenou has been a teacher-trainer since 1985 and has served as Director of training programs since 1986. She has conducted training workshops across the US and Canada, as well as in Europe and India. In 1998, Ms. Van Groenou founded the Montessori Institute of Advanced Studies with the purpose of preparing Early childhood teachers. Ms. Van Groenou is the author of numerous articles based on her research, which have been published in several publications including *Montessori Life*, *Public Montessorian* and *NAMTA*. In 1991 Ms. Van Groenou is the founder and Director of Montessori School o Hayward and expanded it into the Montessori School at Five Canyons. Ms. Van Groenou teaches Observation and Classroom Leadership and the Practicum Seminars to the adult learners of Montessori Institute.

Sarah Pollock, Practicum Coordinator

Sarah Pollock, holds an M.A., Montessori Education, Chaminade University, Honolulu, HI. B.S., Kinesiology, California State University East Bay, Montessori Early Childhood Credentials from Montessori Institute of Advanced Studies, Montessori Infant and Toddler Certification. Ms. Pollock is the Practicum Coordinator for the Institute since 2011, Lead teacher and Site Director of Montessori School at Five Canyons since 2008.

Estella B. Leung, Language Arts Instructor

Estella B. Leung holds an M.A. with Montessori Major in Education, St. Catherine University, St. Paul Minnesota. B.A., Child and Adolescent Development, San Jose State University, CA. AMS Montessori Early Childhood Credential, Montessori Institute of Advanced Studies, CA. A.A., Early Childhood Education, De Anza College. Teacher since 1996, Assistant Director since 2003 and Teacher Trainer since 2011.

Linda Rosas, Everyday Living Skills and Sensory-Motor Teacher

Linda Rosas holds a B.A. from the University of Toronto. She received the Early Childhood Credential from the Pan American Montessori Society. She has been teaching children and adults for over 30 years. Owning a pre-school and teaching full-time in a school has given her the experience and understanding of what it takes to be an effective and sensitive teacher to adult learners.

Judi Edrosolam, Mathematics Instructor

Judi Edrosolam holds a B.S. from St. Paul College of Manila in the Philippines. She received the Early Childhood Credential from the American Montessori Society in 2004. She has been working in a Montessori classroom for more than 23 years. With this wealth of experience Ms. Edrosolam brings precision and enthusiasm to her teaching of adult learners.

Admission and Credential Criteria

The candidate applying for admission to Montessori Institute for an AMS Early Childhood Credential holds a minimum of a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent.

The candidate who holds a minimum of a secondary level state approved / recognized high school diploma or GED or the international equivalent, can be accepted into the program and will receive an AMS Associate Early Childhood credential. Holders of AMS Associate Early Childhood credential are strongly encouraged to obtain their Bachelor's degree within seven years of credentialing.

An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service.

Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves only as holding an *AMS Associate Early Childhood credential*.

Holders of the AMS Associate Early Childhood credential are strongly encouraged to obtain their Bachelor's degree within seven years of credentialing.

Applicants for the AMS Early Childhood course who do not have a U.S. Bachelor's degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.

Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the Bachelor's degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade. [3/83, 4/95, 3/06, 11/07, 11/09]

Early Childhood credential for adult learners whose post-secondary studies are outside of the U.S.

An AMS Early Childhood credential may be awarded to adult learners who hold a minimum of a Bachelor's degree or higher from a non-U.S. college/university that is *determined to be equivalent to a Bachelor's degree from a regionally accredited U.S. college/university* by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. The degree and country in which the degree was awarded are indicated on the credential.

A transcript from a non-U.S. regionally accredited college/university must be submitted to a recognized U.S. credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation.

Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-U.S. transcript to be equivalent to a Bachelor's degree or higher in the U.S., the adult learner will satisfy the Bachelor's degree requirement for an AMS credential upon successful completion. The official transcript equivalency evaluation is submitted to the AMS office of teacher education in lieu of the college transcript.

Admission of Foreign Students

Montessori Institute offers student visa for foreign students applying to become early childhood Montessori teachers. The Institute follows the government requirements of SEVIS when issuing I-20. Foreign students must sign an agreement with the Institute to maintain the status as a student to comply by the SEVIS requirements. Same criteria applies for admission of foreign students as stated above.

Faculty to Student Ratio

The maximum number of students in any class will not exceed 20. More than 20 students will prompt another separate class.

Transfer Applicants

The Montessori Institute of Advanced Studies will consider a transfer student from another accredited Montessori Teacher Training program if her/his course work has been completed in good standing. For transfer of a current adult learner from one AMS-affiliated teacher education program to another, AMS-affiliated teacher education program the candidate must:

- Be within the three-year time limit following the original academic phase.
- Be a current member of AMS.
- The new TEP must review and evaluate previously completed academic and practicum work, and consider the cost of the review.
- Notify the prospective adult learner in writing with the fees necessary and time required to complete all transfer requirements.
- Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations [9/09].
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.
- Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.
- The transferability of the credits you earn at Montessori Institute is at the complete discretion of an institution to which you may seek to transfer.

Program Values

- The Montessori Institute of Advanced Studies believes that each individual pursues her/his own growth within the limits of social responsibility.
- Our Teacher-Training program offers an opportunity to verify what gifts for helping children in their self-learning reside inside the adult learner.
- We intend to nourish an intuitive quality of attention. In its presence we will experience openness to the child's heart and receive its trust in return.
- We believe that our mission needs to submit itself to the living reality of each child that can never be generalized.
- We encourage our adult learners to aspire to become "scientific pedagogues" in their classrooms so they may discover the vitality and openness of Montessori principles in relation to the contemporary educational field.
- Our training emphasizes observation of the child as a tool to create an appropriate educational environment with attentive openness.
- We believe education involves the whole person and manifests itself in physical, emotional, social, intellectual, and spiritual growth.
- We believe that most effective learning takes place in an environment of mutual trust, respect and cooperation.
- We believe that each child can discover his genius in their environment when his gifts are recognized, encouraged and developed.

Educational Objectives

The Institute strives to achieve the following objectives during the whole course cycle; the emphasis on these objectives may vary in course components in the Academic or Practicum phases.

- To provide students with deep grounding in Dr. Montessori's philosophical principles, their historical antecedents, and their relationship to contemporary educational theories and practices in Early Childhood Education.
- To show students how knowledge of child development is implemented in the ongoing preparation of a learning environment for children.
- To prepare students for designing, presenting, and evaluating activities in the core curriculum areas of the Montessori Early Childhood classroom in awareness of children's developmental, socio-cultural and cognitive needs. These areas include Everyday Living Skills, Sensory-Motor Learning, Montessori Mathematics, Language Arts, Physical and Life Sciences and Social Studies Art, Music and Movement, and Outdoor Environment.
- To groom students to be "scientific pedagogues" by learning to observe and record natural phenomena of children's growth, to match needs with materials and resources, and to prepare professional reports of their progress.
- To prepare students gradually to take responsibility of the whole class by working in a Montessori school under the supervision of a Master Teacher.
- To awaken in the students a sense of responsibility towards the teaching profession by self-evaluation and introspection in creating a peaceful community with cultural sensitivity with all adults they come in contact with professionally.

MACTE Competencies

Categories of competency:	As relates to each level the candidate for certification understand:	Suggested Evidence:
I. Knowledge		Written and oral assignments and examination
	1a. Montessori Philosophy	Philosophy papers and Manual
	1b. Human growth and Development	Paper and exam
	1c. Subject matter for each Course Level* not to exclude: <ul style="list-style-type: none"> • Cosmic education • Peace education • Practical life • The arts • Fine and gross motor skills 	Rationale papers, written exam, presentation exam, making new activities, reading assignments, Manual
	1d. Community resources for learning	
II. Pedagogy	Understands:	Written and oral assignments, examinations and demonstrations, Year long project
	2a. Correct use of Montessori materials	Presentation exam
	2b. Scope and sequence of curriculum (spiral curriculum)	Oral exam when presenting, Year long project
	2c. The prepared environment	Making new activities, principles of setting up classroom
	2d. Parent/teacher/family/community partnership	Administration Manual, list of resources, Workshop manual
	2e. The purpose and methods of observation	Presentations and Observation Reports
	2f. Planning for instruction	Seminar Manual and assignments
	2g. Assessment & documentation	Administration workshop
	2h. Reflective practice	Final paper and assignments In Observation Class leadership, Journal completion
	2i Support and intervention for learning differences	Seminars , Class leadership final paper
	2j. Culturally responsive methods	Paper – Class Leadership
III. Teaching with Grace and Courtesy	As relates to each level the candidate for certification demonstrates and implements with children/adolescents:	1. Employer, field consultant, supervising teacher observation and evaluation. 2. Children’s learning and progress 3. Post-graduate professional performance
	3a. Classroom leadership	Field consultant’s report
	3b. Authentic assessment	Supervising teacher
	3c. The Montessori philosophy and methods materials)	Employer’s evaluation
	3d. Parent/teacher/family partnership	Supervising teacher eva.
	3e. Professional responsibilities	Competency eva.
	3f. Innovation and flexibility	Supervising teacher eva.

*1c Specific Course Level Subject Matter

Early Childhood; Practical life, Sensorial, Math, Language, Science, Physical geography, cultural studies

Program Cycles

Summer Intensive Academic Phase

The one-year program cycle offers four of the five academic courses in all day classes for four weeks duration during the summer, subject to full enrollment (10 students enrolled by April) for Summer Intensive. The fifth course is offered in the fall, during Saturdays while the adult learner has started the Practicum phase during the work week. Child Development courses can be transferred from junior college or 4-year college.

Year-Round Academic Phase

Two of the five required courses are offered over two weeks in all-day schedule during the summer. The remaining three courses are offered during the school year on alternate Saturdays. The Practicum phase follows in the next school year. Child Development course can be transferred taken at junior college or 4-year College.

Workload

The classes are from 8:30 a.m. to 5:30 p.m. There are two 20-minute breaks in mid-morning and mid-afternoon. There is a one-hour lunch break. The schedule of the day alternates between lectures, presentations, and practice sessions as well as audio-visual aids, student role play and student presentations.

The first class Manual is due two weeks after the last summer intensive course ends and every two weeks in succession. For the year-round program, Manuals and papers are due two weeks after the last class session. The due date for papers may be separate from the Manual, at the instructor's discretion. The grade is affected for late submission and the submission date is decided in consultation with the instructor.

Orientation Meetings

Before the commencement of the Academic phase the new cohort of students meets with the faculty. In this Orientation meeting will acquaint the students with the faculty, the training premises, and with each other. The agenda covers the following subjects:

1. Overview of the program;
2. Statement of the philosophy of the Montessori Institute of Advanced Studies;
3. Review of the Catalog/Student Handbook and any questions concerning it;
4. Reviewing each student's application materials, collection of fees;
5. Completion of the "enroll for credit" form for the Extension Division of California State University, East Bay;
6. Distribution of the course syllabus;
7. Orientation to the physical facility of the campus.
8. Signing of the enrollment contract.

Course Schedule

The schedule for the current Academic phase and Practicum phase is included in the Appendix.

Certification and Credential Requirements

Students who complete the coursework and the Practicum, and who meet the State of California requirements, are granted a graduation certificate that qualifies them to teach in early childhood Montessori classrooms as Master Teachers. The American Montessori Society grants **full certification** only to candidates who hold a baccalaureate degree from a regionally accredited U.S. college/university or its equivalent. **Associate certification** is granted to candidates who do not hold such a degree. Holders of an Associate Degree are strongly encouraged to obtain their Bachelor's degree within seven years of their credentialing.

An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service.

Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves only as holding an *AMS Associate Early Childhood credential*.

Applicants for the AMS Early Childhood course who do not have a U.S. Bachelor's degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.

Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the Bachelor's degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade.

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An AMS Early Childhood credential may be awarded to adult learners who hold a minimum of a Bachelor's degree or higher from a non-U.S. college/university that is determined to be equivalent to a Bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. The degree and country in which the degree was awarded are indicated on the credential.

Academic Phase Requirements:

Completion of following courses offered by the Institute:

1. Montessori Philosophy and Everyday Living Skills
2. Sensory-Motor Learning
3. Montessori Mathematics

4. Language Arts and Reading Development
5. Observation and Classroom Leadership
6. Child Development (taken at local College)
7. Child Family and Community

Practicum Phase Requirements

The function of the practicum phase is to provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, a minimum of 80% of the academic contact hours for the level (not including testing/evaluation) must be completed ***prior to the end*** of the practicum experience.

1. Nine-month Internship during the school-year, in a classroom for 2 ½ to 6 year old children, in an AMS affiliated school under a certified Montessori teacher. Interns need to be at the School for minimum of 3 hours per day, 5 days per week, for the entire school year. (540 hours).
2. Ten observations of at least 3 hours each- 30 hours.
3. Three Internship seminars of 8 hours each, and 8 hours of self-directed study with assignments – 32 hours.
4. Five workshops of 6 hours each totaling 30 hours.
5. Synthesis project, estimated 16 hours.
6. Physical and Life Sciences and Social Studies – 20 hours.

State of California Requirements

The State adds the following requirements to qualify a person to teach in a licensed pre-school facility including Montessori schools with day-care services:

1. Course in Child Development, taken at a local college.
2. Course in Child, Family, Community (included in the courses offered by the Institute).
3. Course in CPR, First Aid, and Childhood Illness (taken at a local agency).
4. Background- check clearance and TB clearance prior to starting work with children.

These requirements can be fulfilled by taking Courses at community colleges or State Universities. Private organizations like the Red Cross, Referral Agencies as well as hospitals offer CPR, First Aid and Early Childhood Illnesses education.

Description of the Early Childhood Credentialing Courses

The course cycle consists of 346 instructional academic hours, including 30 hours of the Child Development course taken elsewhere. These include Core courses, Foundational courses and other required curriculum areas offered in classes, workshops and seminars. The adult learner is required to intern for minimum of 3 hours each day during the practicum phase totaling 540 hours.

Description of Classes & Workshops, Academic Contact Hours and Credits

Child Development

30 Academic Contact hours, 4 quarter units, transferred

Theories of development and stages in development are examined in physical, cognitive, emotional, and social areas. Current theories and research are examined.

Montessori Philosophy/Theory (Foundational)

32 Academic Contact hours, 3.5 quarter units

(Hours are counted toward other subjects).

Montessori from a historical perspective and philosophy specific to the method (i.e., absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, etc.) are examined. How this relates to the child, materials, teacher, and environment is discussed.

Observation and Classroom Leadership (foundational)

Total: 45 Academic Contact hours, 4.5 quarter units

(15 hours from Observation & Classroom Leadership, + 30 hours from documented observation).

Classroom Leadership and Observation

15 Academic Contact hours,

This course focuses on important skills like preparation of the environment, scheduling for the staff as well as the schedule for the child's day, Evaluation of children, Techniques for discipline, communication, and problem-solving, including peace education, Human needs and requirements (children, families and staff) specific to a full day or extended day program, multi-culture and diversity in all forms, understanding issues relating to school administration, professional relationships, and best practices.

Observation

30 Academic Contact hours of *documented observations* during Practicum,

This includes lecture and documented observation, which are done during the practicum phase. A minimum of 8 hours of academic content and 20 hours of documented observations is required; and academic content precede the documented observations.

Everyday Living Skills (core)

32 Academic Contact hours, 3.5 quarter units

(30 hours from Everyday Living Skills class, +2 hours from Seminar)

Everyday living skills includes the following: philosophy and rationale of the curriculum area of practical life, ground rules, grace and courtesy, development and refinement of movement, care of person, care of the environment, food preparation and nutrition.

Sensory-Motor Learning (core)**32 Academic Contact hours, 3.5 quarter units**

(28 hours from Sensory Motor Learning class, + 1 hour from Seminar, +3 hours from workshop: Math & sensorial extension).

Philosophy and rationale of the curriculum includes the sensorial, materials aiding in the development and refinement of the senses.

Montessori Mathematics (core)**40 Academic Contact hours, 4 quarter units**

(Montessori Mathematics 35 hours: Workshop Sensorial and Math Extension+ 3 hours, Seminar) + 2 hours.

This course encompasses philosophy and rationale of the curriculum, materials that aid development of math concepts/skills such as introduction to numeration, linear counting, the decimal system, functions of the decimal system, and memorization of basic arithmetic facts, fractions and math applications.

Language Arts Curriculum (core)**40 Academic Contact hours, 4 quarter units**

(Language Arts 35 hours: Seminar + 5hours:)

Language Arts and Reading curriculum class includes; Philosophy and rationale of the curriculum area of language arts, receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment. The language material presentations aid the development of reading, penmanship, writing, function of words, as well as exposure to children's literature and drama.

Art, Outdoor & Music and Movement Curriculum**15 Academic Contact hours, 1.5 quarter units**

(Art & Outdoors Workshop 6 hrs.: Seminar + 3 hours: Music & Movement workshop 6 hours:

Philosophy and rationale of the curriculum area of art, materials that aid the development of art concepts and skills in two-dimensional art activities (easel or table), three-dimensional art activities, art appreciation and art history.

Philosophy and rationale of the curriculum area of movement, materials that aid the development of movement concepts and skills: body awareness, basic skills (loco-motor, stationary games), line activities.

Physical and Life Sciences, Social Studies (core)**20 Academic Contact hours, 2 quarter units;**

(Social Studies 8 hours: Physical & Life Sciences 8 hours: Seminar +4 hours).

The course includes Philosophy and rationale of the curriculum area of the physical and life sciences, including materials and activities of botany, zoology, earth elements and physical science.

The Social Studies includes Philosophy and rationale of the curriculum area of social studies which contains materials and activities of geography, land and water forms,

globes, maps, flags, multi-cultural awareness, and history to include time, calendar, seasons, personal family history.

Child, Family and Community

26 Academic Contact hours, 2.5 quarter units

(Child Family & Community 20 hours : Parent Teacher Partnership Workshop +6 hours:).

Philosophy and rationale for parent involvement in child's education, raising awareness of multicultural families and diversity in all forms; developing a knowledge base, developing strategy and options for collaboration, implementing and understanding families and children's needs, professional relationships and best practices.

Administration

10 Academic Contact hours, 1 quarter unit.

(Administration Workshop 6 hours: Seminar +4 hours).

Philosophy and rationale for administration, review of licensing requirements, starting a school, legal structures of schools, budget and financial requirements and the role of consultation and accreditation.

Practicum Seminars

24 Academic Contact hours

(Hours are counted toward other subjects).

The class includes topics like Child as a learner; Focus on developmental needs in the light of Montessori principles, making a match between needs and materials, cultural sensitivity, communication with children and adults leadership and classroom strategies. These topics are discussed in the context of Interns 'classroom experiences.

Year Long Project

16 Academic Contact Hours, 6 quarter units.

Adult learners prepare a project / a research paper /or a Synthesis of curriculum topic with activities during the Practicum Year and present it to the classmates at the end of the year.

Independent Study:

8 Academic contact hours

Supervised Field Experience 1, 6 units

Supervised Field Experience 2, 6 units

Practicum Phase

Introduction

The Practicum is a necessary requirement for the successful completion of the program. No part of the Practicum may precede the Academic phase. The Practicum phase provides the adult learners a supervised teaching/learning experience in a Montessori classroom under the supervision of a Master teacher. During the Practicum phase the

adult learner will gradually become responsible for creating an appropriate learning environment for children with activities for their growth, with opportunities for problem-solving, decision-making, and taking responsibility.

Adult learners work in an approved Montessori classroom on a daily basis over the whole school year, under supervision of a master teacher... The environment must reflect a well prepared Montessori classroom with materials and activities that correspond to the developmental and varied needs and interests of the 2 1/2 to 6 years of age group in a Montessori classroom with a qualified supervising teacher. The intern needs to be in the classroom for minimum of 3 hours a day, 5 days a week for the entire school year, totaling 540 hours. No part of the practicum may precede the beginning of the academic phase of the.

The adult learner will have the opportunity to observe and put into practice all the course work required for certification. The student shall develop objectivity and proficiency in observing and interpreting child behavior. The student will prepare lesson-plans, make materials, and record observations. The intern is observed at least three times during the year. She/he will keep a daily journal, and will connect with the Practicum Coordinator or Director monthly at the time of workshops and seminars. The Supervising Teacher monitors the daily progress of the student teachers, and evaluates the student's practices twice during the school year.

The duration of the Practicum may be extended when additional experience is deemed necessary to reach the standards of the profession. However, the Practicum must be completed within three years of commencement of the Academic phase.

Practicum Seminars

Adult learners and the Director meet to reflect and put into perspective academic, philosophical, and practical aspects of teaching children, maintaining the classroom, and communicating with parents and administrator. Included are in-depth overview of management and leadership, parent education, conferencing, professionalism, and problem-solving. The seminars contribute 24 Academic Contact hours for graduation, students contribute 8 hours of independent study totaling 32 Academic Contact hours. These hours are counted in courses and workshops. Seminar attendance, participation and completion of Seminar assignments are required for graduation.

Workshops

46 contact hours

The workshops are offered on Saturdays during the Practicum year. They cover the Parent / Teacher Partnerships (6 academic contact hours), Sensorial and Math Extensions (6 academic contact hours) Art-Outdoors and Music and Movement (12 academic contact hours), Social Studies, Physical and Life Sciences (16 academic contact hours), Administration (6 academic contact hours), totaling 46 academic contact hours).

Year Long Project

16 academic contact hours

This is a year-long project created by the adult learner consisting of a rationale for the topic and lesson plans. The adult learner puts together all his/her learning in the courses and workshops and seminars to create a unit for the children with at least four activities for each area of the classroom which is presented to the classmates and graded.

Documented Observations

Students observe on ten specific topics at different occasions, for three hours each. Four of the ten observations must take place at a school other than the internship site. These exercises train the student in scientific observation skills. They take 30 hours (20 in-residence hours and 10 in excess of 300 required hours).

Journal Completion

The adult learner keeps a journal during his/her internship, recording important learning of competencies during this time. Completed journal has to be submitted for graduation.

Practicum Handbook

Please consult the Practicum Handbook for further details. Students receive this Handbook during the orientation meeting at the beginning before starting of the Practicum year.

Attendance

AMS requirements for the Practicum phase include 540 hours, at least three hours per day over a nine-month, of the school year. Students have up to three years to complete the Practicum phase. Attendance to all seven Workshops and three Intern Seminars and 8-hour self study is mandatory. Any absences to workshops and intern seminars must be made up the next time these are offered. Students are expected to be in attendance punctually and throughout the day. Students are expected to sign in and out upon arrival and departure as well as use a time card to punch in and out to record their attendance and potential absences. Regular breaks are provided to balance learning and rest.

Requirements for Entering the Practicum Phase

In order to enter into the Practicum phase students must:

1. Complete 80% of the Academic phase of the program. Any exceptions to this must be requested in writing and may not conflict with MACTE or AMS requirements.
2. Verify through documentation supplied by the Institute that you have found an acceptable practicum site.
3. Be in good standing with the program financially.
4. Demonstrate through your participation in the course that you are ready for this important part of the process of your education.

Practicum Site Requirements

To qualify as a potential site for the Practicum, the pre-school must meet the following criteria:

1. The school must be Affiliated by AMS or another professional Montessori association.
2. The classroom must contain the complete Montessori apparatus.
3. The class must serve children in the full age span of 2^{1/2} through 6 years;
4. The school must practice a non-discriminatory policy for children and staff;
5. The school must be licensed by the State of California;
6. The school must communicate its policies to the interning student;
7. The school must communicate to the interning student her/his job description;
8. The school must provide janitorial services;
9. The school must agree to cooperate with the Institute regarding the learning opportunities for the interning student;
10. The student must not be asked to assume total responsibility of a class
11. without prior permission from the Institute.

Practicum Evaluation

During the Practicum phase the students are evaluated in the following ways:

1. Observation and evaluation by a field consultant, at least three times during the school year, or, six times if self-directed. Student Interns receive copies of reports by supervising teacher and field consultant.
2. Attendance in all Workshops and completion of Manuals and assignments.
3. Evaluation by Supervising Teacher, twice, once in January, secondly in April.
4. Competency assessment by Supervising Teacher in May.
5. A video presentation and completion of all Seminar assignments.
6. Ten observations and their reports.
7. Journal completion.
8. Synthesis project.

Graduation Requirements and Evaluation**Academic Phase*****Attendance***

The Teacher Training program of our Institute requires a highly committed effort on both the part of the students and on the side of our faculty. The program is intense and so absences are not permitted. If in case of emergencies a loss of up to two hours is incurred, the student must make up for the course time lost in consultation with the faculty. Any absence of more than two hours must be fulfilled when the course is offered again. In the meantime, the student will receive an Incomplete for the course. If two class sessions are missed, the entire course must be retaken at extra cost. The attendance has to be at 95% and above to be considered for graduation.

Students are expected to be in attendance punctually and throughout the day. Students are expected to sign in and out upon arrival and departure as well as use a time card to punch

in and out to record their attendance and potential absences. Regular breaks are provided to balance learning and rest.

Tardiness

Due to the intensity of the program tardiness is not permitted. Absence of three hours of any single class session will be considered an absence for the entire session. The student will then be given an Incomplete. The missed class will have to be retaken when the course is offered again, or, at the Faculty's discretion, be compensated by an extra project. Continuous tardiness will be treated in the same manner as loss of a full class.

Evaluation/Grading

Adult learners are graded on their class participation, reading assignments, manuals, presentations, in-class exam, rationale, philosophy papers and making activities, as per the syllabus for each course. The grading system is the same as that of California State University, East Bay. It is an "A" through "F" grading system. The student must receive a final cumulative "B" grade to pass the course. A grade below B signifies that the student needs to take the course again.

All assignments including the Manual are due two weeks after the last class. In case of required re-submission the deadline may be extended to four weeks, after which the student will receive an Incomplete.

An incomplete grade may be given when the student has notified the faculty in advance that due to legitimate reasons beyond the student's control some work had to be delayed. In this case a specific written or verbal agreement between the faculty and adult learner will be take place with the schedule for completion and the substance of the work to be done are laid out. Passing the deadline in the schedule would lead to a failing grade.

Successful completion of both Academic and Practicum phases is required for graduation and for the recommendation to the AMS for certification.

The faculty assesses and evaluates student work by several means during the academic phase. Students receive feedback and grades on each of the following submissions.

1. Manual
2. Demonstration exam
3. Rationale paper
4. Philosophy paper
5. Final exam
6. Material making
7. Class participation

Instructors may add book reports, observations, class presentations, and in-class assignments related to the lectures. Final Grade Sheets are placed in student's file. In the Practicum phase the students receive copies of the reports made by the Supervising Teacher and the Field Consultant.

Repetition and Extension of Coursework

Poor performance of the student, as demonstrated by a course grade of “D” or “F,” would require repetition of the course material for a satisfactory grade. The faculty may determine a deadline for completion of the required coursework as deemed appropriate. The student is responsible for all fees for the necessary repeated coursework. The fee of \$250 will be charged for retaking the whole class. For having missed one session there is a charge of \$75 for completing that session, \$50 for the missed workshop, \$100 for the missed Seminar when taking it to complete the requirements. In case of extenuating and unforeseeable circumstances an adult learner may be given extension up to three years beyond the required time needed to finish the course work.

Transfer Policy - Transfer between AMS-Affiliated Programs

An adult learner may transfer to Montessori Institute from another AMS recognized program with the following guidelines:

For transfer of a current adult learner from one AMS-affiliated teacher education program to another AMS-affiliated teacher education program:

- ***The candidate must*** be within the three-year time limit following the original academic phase ***and*** be a current member of AMS. ***Montessori Institute*** will review and evaluate previously completed academic and practicum work, and consider the cost of the review.
- Notify the prospective adult learner in writing with the fees and time required to complete transfer requirements. The adult learner will be notified by MIAS of its decision within two weeks of request to transfer.
- MIAS will Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations [9/09].
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation.
- Form Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.
- Adult learner will pay \$50 per course for evaluation.

Completion of Course

All academic and practicum requirements must be completed and all financial obligations must be met prior to final recommendation for graduation from the program.

Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a three-year time period following the program’s official end of the academic phase in which the adult learner was initially enrolled. This period can be extended with the approval of the program director for adult learners in good standing.

Graduation

All academic and practicum requirements must be successfully completed for graduation. The AMS Credential Recommendation form will be sent to AMS for the cohort together.

Professional Development

Graduates are required to maintain their professional status by completing professional development of at least 50 hours in five years.

General Policy

The Institute does not allow smoking, alcoholic drinks, substance abuse on campus at any time. Use of cell phone is restricted to during the breaks only. All information shared and discussed for professional learning purpose are to remain strictly confidential. Students are not to use the social media to comment on any of the shared information or on their instructors or classmates.

Resources for Students

Required Books and Manuals

The Montessori Institute of Advanced Studies will make the required texts available to students for them to purchase. The list of titles and prices is included in the appendix. Students may opt to buy these books from bookstores if they prefer.

- Manuals must be purchased from the Montessori Institute of Advanced Studies. The manuals can be purchased via the instructors of each course. There are manuals respectively for Practical Life, Sensorial, Language Arts, Observation and Classroom Leadership, Mathematics, Physical Sciences, Social Studies, Art and Outdoors, Music and Movement, and Montessori Philosophy.
- Other Supplies: The students will need binders, sheet protectors and separators to complete their manuals. Binders of 3 - 4" width are to be bought with approximately 100 sheet protectors for each curriculum area, plus a good number of separators. Color pencils, scissors, glue or paste, paper for class notes, colored paper, and 5 x 7" file cards complete the tool list for the courses.
- The School's equipment (copy machine, paper cutter) is available on request. There is a charge of 12¢ a copy to be paid when used.

Required Readings

Throughout the entire program you are expected to read and keep a log of the following literature:

- Maria Montessori,
 - The Montessori Method
 - The Secret of Childhood
 - Spontaneous Activity in Education
 - The Discovery of the Child
 - The Absorbent Mind
 - Dr. Montessori's Own Handbook
- Paula Polk Lillard, Montessori Method: a Modern Approach
- Rosa Packard, The Hidden Hinge
- Rudolf Dreikurs, Children: the Challenge
- Constance Kamii, Number
- Alfie Kohn, Beyond Discipline

Library

The Institute maintains a small library of books of Montessori and other child development authors, plus Montessori quarterly journals. There are also some Montessori CDs and video tapes. These are available for short-term check-out from the office. The Library of California State University, East Bay is less than four miles away and could be used for on-site reading and researching resources on Internet.

Student Services and Career Information

Academic advising and counseling is available by contacting the Director (Meher Van Groenou). The Institute also maintains a file on referral services at Cal State, East Bay. A file of employment opportunities is maintained in the office of the Institute. Job notices are posted. The Director continuously receives requests for referrals of teachers who may have completed the training or who are interning. The Institute also keeps catalogues published by AMS, NAMTA, and other organizations with current teaching opportunities in the country.

The Institute will assist the students to find suitable employment; there can be no guarantee about jobs, salary and occupational advancement.

In case of unexpected illness health care services can be found in either of three hospitals:

- Eden Hospital, 20103 Lake Chabot Road, Castro Valley, 537-1234.
- Kaiser Permanente, 27400 Hesperian Blvd, Hayward, 784-4000.
- St. Rose Hospital, 27200 Calaroga Ave, Hayward, 264-4000.

Tuition

1. Application fee, due with application, non-refundable	\$ 100
2. Non-Refundable deposit toward tuition	\$ 500
3. Program cycle	\$ 3600
4. Course Manuals	\$ 285
5. AMS-MACTE fee	\$ 365
6. Books and materials*	\$ 350
Total	\$ 5200

* Estimated. Add to student budget, paid directly by the student to the bookstore.

The application fee (\$ 100) is due upon applying for enrollment. \$400 due when accepted for the program, and remaining tuition and other charges (\$ 4000) are due soon after as the application is being processed to the Program, before the Orientation meeting and the beginning of classes.

The Montessori Institute of Advanced Studies does not accept debit cards or credit cards. Bounced checks will need to be replaced by cash plus a \$ 31 charge for bank fees. Students will not be allowed to attend classes without clearance of tuition payment. A contractual arrangement can be made to pay the tuition in installments in case of financial hardship. The tuition must be paid as per arrangement or there will be a 10% late charge per month on the remaining debt to the Institute.

If a student is required to re-take a course the tuition will be \$ 250 per course. If a Workshop or Seminar needs to be retaken the cost will be \$ 50 per Workshop/Seminar. Missed classes, workshops, and seminars are calculated at \$50 per session.

The AMS-MACTE student fee for Certification is \$ 365 (or currently charged by these organization), paid at the time of admission.

One of the courses required by the State of California (Child Development) can be taken by students when offered by the Institute, at \$ 350 per course. This course can also be taken at the community college or the University, and transferred to the Institute.

Tuition includes the cost of three field consultant visits during the Practicum phase. Any additional visits will be charged at \$ 100 each. The cost of transportation of the field consultant's visit is reimbursed directly by the intern-student at the rate of \$ 0.40 per mile round-trip at the end of the field consultant's visit.

Upon completion of the Teacher-Training program Montessori Institute of Advanced Studies can submit at the request of adult learner for 12 academic credit units to the Division of Continuing and International Education, California State University, East Bay. It is optional to students. The cost is estimated \$ 79 per unit (or current cost charged by Cal State at time of transfer) paid to the University by the student.

In case the Academic phase or the Practicum phase is not completed within one year of its commencement, an annual fee of \$ 100 will be charged to the student for maintaining the enrollment in the program. Internship must be completed within two years after completion of the Academic phase. In the case of extenuating circumstances a program may offer an Adult Learner up to three years to finish the practicum phase.

AMS Scholarship

The American Montessori Society offers competitive scholarships to aspiring Montessori teachers who attend AMS-affiliated teacher education programs. Deadline for applying is May 1st. Contact AMS for more information ,www.amshq.org.

Fair Practices

Non-Discrimination Policy

The Montessori Institute of Advanced Studies accepts applicants to its Teacher Preparation program regardless of color, race, gender, religion, physical challenge, nationality or ethnic origins. The program is non-sectarian.

Truth in Advertising

The Montessori Institute of Advanced Studies publishes truthful and accurate information in its announcements, advertising, and promotional literature.

Code of Conduct

The Montessori Institute of Advanced Studies upholds the A.M.S. Code of Ethics for the Teacher Training program: see this Code in the Appendix.

The faculty will take the student aside if any of these points would need attention. In case the improvement is not noticeable the Director will be asked to clarify the situation and give the student a choice to be considerate or to consider a break in community.

Student Responsibilities, Rights, and Grievance Procedures

Students are expected to maintain a professional demeanor throughout the program.

- Promptness is expected at the beginning of each class and after each break.
- During mid-morning and mid-afternoon 15-minute breaks are provided.
- Leaving during lecture, presentation, and practice is not acceptable.
- Eating is not permitted during class.
- Smoking is not allowed on the premises.
- Proper clothing, footwear, and neatness are required.

Student Responsibilities

- Admission requirements
- Knowledge of Program Policies and requirements
- Completion of course requirements, including:
 - academic assignments and requirements
 - practicum assignments and requirements
- Adherence to attendance policy
- Adherence to four year time limit for course completion
- Understanding and adherence to Enrollment Contract
- Understanding and adherence to Practicum Contract
- Understanding and adherence to code of ethics

Student Rights

- To receive Montessori teacher -training in accordance with the MACTE requirements, AMS standards and MIAS Educational goals as specified in the course work, its policies and procedures outlined in Student and Practicum handbooks.
- To be able to withdraw from the program in accordance with the program withdrawal procedures
- To receive services in accordance with the general rights of consumers in California.

Grievance and Arbitration Procedures

1. Students with grievances must start discussing their complaint with the person against whom the complaint is brought, and they must attempt to resolve their differences.
2. In the event that the student cannot resolve the complaint with a faculty member, they must turn to the Academic Director or Assistant Director. The Director or Assistant Director will look into the following three questions:
 - a. If the complaint involves course-related issues, were there serious deficiencies in course?

- b. Was the student issuing the complaint misled by false expectations of the course?
 - c. What has led to the persistence of the complaint in spite of efforts to resolve it?
3. If this review does not conclude the case to the satisfaction of the aggrieved, an *ad hoc Arbitration Committee* will be convened consisting of three persons who are not directly involved in the case:
 - a. Either the Director or the Assistant Director
 - b. One of the faculty
 - c. One of the students elected by the students in the present cycle by secret ballot
4. This Arbitration Committee shall decide:
 - a. Whether or not the case is worthy of a hearing
 - b. In the event of a hearing, the committee shall hear both sides and attempt to negotiate a satisfactory solution to both parties in the dispute.
 - c. Failing that, the Arbitration Committee shall decide, by a majority vote (two out of three), upon a course of action that shall be binding on all parties.

Appeal Procedure

If this decision of the Arbitration Committee is unacceptable to either party, the individual may bring the grievance before the Arbitration Committee of the AMS Teacher Education Committee (address: AMS, 116 E 16th Street, New York, N.Y. 10003), or to MACTE (108 Second Street S.W., Suite 7, Charlottesville, VA. 22902). The decision of this Committee shall be considered binding on all parties and without appeal.

The Institute is approved by the Bureau for Private Postsecondary Education of the State of California to operate.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the Institute may be directed to the Bureau for Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

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

Notice of Procedure to File Complaints with MACTE

MACTE reviews complaints that relate to a program's compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission,

appointment, promotion or dismissal of faculty, staff or adult learners. MACTE does not investigate anonymous complaints.

A copy of the appropriate standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE office at 108 Second Street. S.W. Suite 7, Charlottesville, VA 22902. Phone: 434-202-7793; fax: 888-525-8838, Email: Rebecca@macte.org; website: www.macte.org.

Bureau Requirements

Montessori Institute is approved to operate post-secondary education by the BPPE of California. Any unanswered question the adult learner may have may be directed to BPPE at 2535 Capital Oaks Drive Suite 400, Sacramento, CA 95833, or Ph. (888)370-7589, or www.bppe.ca.gov

Access to Student File

The Montessori Institute of Advanced Studies keeps a file for each student in which the application documents are kept, the transcripts from schools and colleges attended, the course enrollment contracts, and the checklist on the progress throughout the program. All students are guaranteed access to their records. The student meets with the Director to review their progress, once during the Academic phase and again during the Practicum phase.

The file will be made available for review to the concerned student upon a written request. The file cannot be taken off the premises. Request to forward any material from the file has to be made in writing and signed by that adult learner, clearly specifying who it should be sent to. Requests for transcripts must be submitted in writing, and signed.

Confidentiality

Montessori Institute assures students to confidentiality of records and access in accordance with the Family Educational Rights and Privacy Act and international privacy laws. No one other than the office personal may have access to the adult learner's records without his/her written permission. A record release form is provided to the student at the end of the student handbook for that purpose (see Appendix).

Record Retention

The student files are retained in the office in a fire proof cabinet for five years as per the requirement of the State of California. After the 5 years the records are stored safely off site.

Withdrawal, Dismissal, and Refund Policies

Criteria for Withdrawal from Academic Courses

- Student must submit a *written* statement to the Director requesting withdrawal *before* midnight of the fifth business day following the first class session. After the cancellation period the student has the right to stop school at any time and to receive a refund for the part of the course not taken, minus the cost of material acquired from the Institute by the student. If the school closes before the student graduates, the student may be entitled to a refund. Please see the “Notice of Student Rights” and the “Notice of Cancellation” documents that accompany the Enrollment Contract in the Appendix.
- The Program maintains a policy for refund of the unused portion of tuition, fees and other charge in the event the student fails to enter the course, withdraws, or is discontinued from at any time prior to completion.
- The refund payment will be returned within 10 days following the Institute’s receipt of the Notice of Cancellation.

Criteria for Withdrawal from Practicum

The student must submit a *written* statement to the Director requesting withdrawal before the beginning of the second month (October 1) of the Practicum. The student will be reimbursed proportionately to the months of the Practicum, Workshops, and Seminars attended. Any cost of Field Consultant visits and material given to students will be deducted.

- The refund payment will be returned within 10 days of the receipt of the Notice of Cancellation.

Refund Policy

The program maintains a refund policy for the unused portion of tuition, fees, and other charges, in the event the student fails to enter the course, withdraws, or is discontinued at any time prior to completion.

The refund is calculated on the proportion of not-utilized instructional hours. The program has 348 instructional hours.

Percentage of total contact hours utilized	Hours utilized	Refund
Up to 10%	Up to 30	80%
11 – 25 %	Up to 76	60%
26 – 50%	Up to 152	40%
51 – 75%	Up to 228	20%
76 – 100%	Beyond 228 hours	No refund

Dismissal Policy

Dismissal may occur by recommendation of the director, staff, practicum coordinator, and supervising teacher.

Criteria for Dismissal:

Students may be dismissed for the following reasons:

- Violation of the Code of Conduct
- Violation of the Code of Ethics
- Lack of commitment as evidenced by: poor participation, lack of completion of assignments and poor attendance
- Inability to interact professionally and productively with faculty, supervising teachers and students
- Lack of mental ability to grasp theoretical concepts or apply concepts practically to classroom materials
- Failure to demonstrate understanding of Montessori philosophy as demonstrated in written assignments
- Inability to interact respectfully and professionally with children and parents
- Neglect of individual school and program policies

Dismissal Procedure:

1. Student's behavior and academic performance is discussed and student is given the opportunity to provide a credible explanation
2. Behavioral and academic objectives are mutually identified by the faculty and the student and a schedule for implementation and reevaluation is determined and put in writing. This statement is a *contract* and is signed by both the student and the faculty member. A copy is given to the program director. As of the signature of this contract, the student is placed on probation.
3. Reevaluation is conducted as per schedule with the involvement of the Program Director.
4. If no improvement is made by the time of the reevaluation meeting, the student is dismissed from the program. Students dismissed from the Academic or the Practicum Programs will receive a refund proportionate to the attendance of classes minus the cost to the Institute as stipulated in the Enrollment Contract.
5. The refund of tuition will be calculated on a prorated basis as specified in the enrollment contract.

Refund for School Closure

The Montessori Institute of Advanced Studies pays a yearly fee per student to the Student Tuition Recovery Fund, in accordance with California Law. This fund would provide students with a tuition refund in the event that the training program has to be terminated due to unforeseen circumstances. Details about this procedure are included in the appendix, under Student Tuition Recovery Fund Procedures.

Appendix 1: The AMS Code of Ethics

PRINCIPLE I - Commitment to the Student

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin
3. Shall protect the health and safety of students
4. Shall honor professional commitments, maintain obligations, and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II - Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

1. Shall support his professional society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish his private views from the official position of the Society.
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III - Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education. In fulfilling these goals, the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession
2. Shall represent his own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Shall use honest and effective methods of administering his duties, use of time and conducting business.

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his full potential. AMS requires that all member schools and teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code. (Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated 2005).

Appendix 2: The AMS Early Childhood Environment (2 ½ through 6 years)

The following criteria have been established by the AMS and MACTE. The environment must reflect these characteristics:

1. Curriculum materials are organized into logical groupings (e.g., by curriculum area or function).
2. Within each grouping there is a logical arrangement of the materials (e.g., by level of difficulty or sequence of skills and concept development).
3. Furnishings are of appropriate size for the children.
4. The arrangement of furnishings offers a variety of activity spaces (e.g., individual or group, floor or table, noisy or quiet, active or sedentary).
5. Activity spaces and procedures are organized to avoid conflict of interest (e.g., a noise-generating activity is far away or isolated from a quiet activity area).
6. There is a provision for display of visual stimuli and children's work products.
7. Each activity or exercise is structured to provide purpose, procedure, closure, and opportunity for child's success.
8. The environment includes/offers materials and activities which encourage the child's development of full potential:
 - Concentration
 - Observation skills
 - Awareness of order and sequence
 - Large and small-muscle coordination
 - Acquisition of practical skills relevant to care of self and environment.
 - Perceptual awareness and discrimination, including the ability to recognize and identify the attributes of objects.
 - Concepts basic to understanding of quantitative relationships (e.g., one-to-one correspondence, seriation, class inclusion, equivalence, number, numeration, place value, arithmetical operations).
 - Language skills, including opportunities for listening, self-expression, and instruction in writing, reading, and other language arts.
 - Experience with creative arts.
 - Understanding of nature and physical universe.
 - Experience with and understanding social sciences.
 - Experience with critical thinking skills and problem-solving techniques: question-asking, experimentation, and hypothesis development.
9. The particular materials/activities selected seem appropriate to the development period, abilities, and special needs of the children who use the environment.

The environment reflects the influence of these adult behaviors:

1. Prepare environment so that it appears clean and orderly.
2. Demonstrate and encourage care and precision in movement and in organization and use of materials and equipment.
3. Encourage child's selection of activity.
4. Encourage child's participation in maintaining the environment.
5. Demonstrate/communicate strategies for use of equipment.
6. Acknowledge and provide for expression of child's social needs.

7. Acknowledge and demonstrate responsiveness to child's emotional needs.
8. Acknowledge and demonstrate responsiveness to child's self-expression.
9. Maintain adequate monitoring and overview of environment (observation).
10. Communicate rules and procedures appropriate to the situation.
11. Model and facilitate pro-social behavior.
12. Model and facilitate positive techniques for conflict resolution.
13. Model and facilitate egalitarian interaction.
14. Provide effective leadership in group activities.
15. Communicate/coordinate activities with each other (the responsible adults).

Appendix 3: Invoice

Name: _____

Date: _____

Payment	Amount
Registration fee	\$100.00
Non-refundable deposit toward tuition	\$500.00
Program cycle	\$3600.00
AMS-MACTE fee	\$365.00
Curriculum Manuals and Handouts:	
Everyday Living Skills	30.00
Sensory-Motor Learning	30.00
Social Studies	30.00
Physical Sciences	30.00
Montessori Mathematics	35.00
Language Arts	35.00
Observation, Class Management	30.00
Workshops	40.00
Seminars	25.00
Total Manuals and Handouts	285.00
Required Reading: Books*:	
The Montessori Method	18.00
The Secret of Childhood	10.00
Discovery of the Child	10.00
The Advanced Montessori Method, vol.1	20.00
The Absorbent Mind	15.00
Dr. Montessori's Own Handbook	14.00
The Hidden Hinge	17.50
Children: The Challenge	18.00
Theories of Development	29.50
Number	15.00
The Child's Construction of Knowledge	15.00
A Piaget Primer	15.00
Beyond Discipline	21.00
Total Required Reading	*218.00

** Estimated. Does not include materials. Paid directly by the student to the bookstore.*

Total amount paid:	\$
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Signature: _____

Date: _____

Remarks: _____

Appendix 4: ACADEMIC PHASE, CURRICULUM SCHEDULE, YEAR-ROUND, 2016-17.

MONTESSORI PHILOSOPHY AND EVERYDAY LIVING SKILLS

June 20, 2016	8:30 a.m. – 5:30p.m.
June 21	8:30 a.m. – 5:30 p.m.
June 22	8:30 a.m. – 5:30 p.m.
June 23	8:30 a.m. – 5:30 p.m.
June 24	8:30 a.m. – 5:30 p.m.

SENSORY-MOTOR LEARNING

June 27, 2016	8:30 a.m. – 5:30 p.m.
June 28	8:30 a.m. – 5:30 p.m.
June 29	8:30 a.m. – 5:30 p.m.
June 30	8:30 a.m. – 5:30 p.m.

LANGUAGE ARTS AND READING DEVELOPMENT

September 12, 2016	8:30 a.m. – 5:30 p.m.
September 24	8:30 a.m. – 5:30 p.m.
October 8	8:30 a.m. – 5:30 p.m.
October 22	8:30 a.m. – 5:30 p.m.
October 29	8:30 a.m. – 5:30 p.m.

OBSERVATION AND CLASSROOM LEADERSHIP

November 12, 2016	8:30 a.m. – 5:30 p.m.
December 3	8:30 a.m. – 5:30 p.m.
January 7, 2017	8:30-a.m. – 5:30 p.m.
February 4	8:30-a.m. – 5:30 p.m.
February 18	8:30-a.m. – 5:30 p.m.

MONTESSORI MATHEMATICS

March 4, 2017	8:30 a.m. – 5:30 p.m.
March 18	8:30 a.m. – 5:30 p.m.
April 8	8:30-a.m. – 5:30 p.m.
April 22	8:30-a.m. – 5:30 p.m.
May 13	8:30-a.m. – 5:30 p.m.

Dates are subject to change in case of unforeseen circumstances; you will be informed.

Appendix 5: Practicum, Phase, Schedule of Workshops and Intern Seminars, 2016-17

- Thursday, June 30, 2016 , 5:00 – 6pm. Orientation to Practicum Phase
- Saturday, October 1, 2016, 8:30 am - 5:30 pm
Internship Seminar 1: Child as a Learner: Child Development and Montessori philosophy implemented in the classroom. What is a Match? Intro to Yearlong project.
- Saturday, November 12, 2016, 8:30 am- 5:30 pm. And Nov.13,16 , 8:30-5:30
Workshop 1 and 2, Physical and Life Sciences , Social Studies.
- Saturday, December 10, 2016,Saturday, 8:30 am – 5:30 pm.
Workshop , Parent-Teacher Partnership
- Saturday, January 7, 2017, 8:30 am – 3:30 pm.
Workshop 4: Music & Movement
- Saturday, January 28, 2017, 8:30 am – 5:30 pm.
Internship Seminar 2: Class Management, Montessori Philosophy, Yearlong Project
- Saturday, February 4, 2017, 8:30 am – 3:30 pm.
Workshop 5: Sensorial and Math Extensions
- Saturday, March 4, 2017, 8:30 am – 3:30 pm.
Workshop 6: Art and Outdoors
- Saturday, May 13, 2017, 8:30 am – 3:30 pm.
Workshop 7: Administration, Presentation of Yearlong- Project
- Saturday, June 3, 2017, 8:30 am – 5:30 pm.
Internship Seminar 3: Leadership
 All assignments, Journal, Seminar binder are due on this date. All documents for files must be completed for graduation
- Friday, June 23, 2017, **3:00 – 4:00 pm.** Meet to complete files, evaluations, and set up Yearlong Project.
4pm-5 pm Graduation Ceremony
5:00 - 6:00 pm - Reception for Graduates.

(Dates are subject to change in case of unforeseen circumstances. You will be informed ahead of time.)

Appendix 6: Student Statement

Dear Student:

Please read and sign this statement, and return it to the Director. The upper part remains in the Student Handbook as the office copy.

I have read and understood the Catalog/Student Handbook. As a perspective student I have reviewed this catalogue prior to signing the enrollment agreement and am aware of the performance record of the Institute. I take responsibility for knowing its content and following all the requirements of the program.

I understand that an AMS Associate Early Childhood Credential is awarded to an Adult Learner with a minimum of a secondary level state approved (high school diploma) but who doesn't have a bachelor's degree from a U.S. recognized college. I understand that some schools or location may not accept an Associate Credential as the qualification for full teaching responsibility.

Signature:

Date:

(Cut along this line, please)

Dear Student:

Please read and sign this statement, and keep it for your record.

I have read and understood the Catalog/Student Handbook. As a perspective student I have reviewed this catalogue prior to signing the enrollment agreement and am aware of the performance record of the Institute. I take responsibility for knowing its content and following all the requirements of the program.

I understand that an AMS Associate Early Childhood Credential is awarded to an Adult Learner with a minimum of a secondary level state approved (high school diploma) but who doesn't have a bachelor's degree from a U.S. recognized college. I understand that some schools or location may not accept an Associate Credential as the qualification for full teaching responsibility.

Signature

Date:

Appendix 7: Record Release Form

Name of Student: _____

Student's Address: _____

Date of Birth: _____

You may release copies of my official transcript to:

Name: _____

Address: _____

Student's Signature: _____

Date: _____

Students get one free official transcript on written request. Additional transcript cost \$25.00 each.

A copy of this release form must be kept in the student's file.

Appendix 8: Student Tuition Recovery Fund Procedures

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private post-secondary institution from losing money if tuition was prepaid and a financial loss was suffered as a result of the school closing, failing to fulfill its enrollment contract, or refusing to pay its court judgment.

To be eligible for STRF the student must be a California resident and reside in California at the time the enrollment agreement is signed. Students temporarily residing in California for the sole purpose of pursuing education and those who hold student visas are not considered California residents.

To qualify for STRF reimbursement the student must file a STRF application within one year of receiving notice from the Bureau for Private Postsecondary Education that the school has been closed. If such a notice has not been received then the period for application is extended to four years. If a court judgment is obtained then the application period for reimbursement is two years.

It is important to keep copies of the enrollment contract and receipts of monies paid to the school.

Questions regarding STRF must be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA. 95833. Phone: (916) 431-6959.

The Montessori Institute of Advanced Studies pays a quarterly fee for the STRF insurance.

Appendix 9: Enrollment Contract.

This contract is concluded between the Montessori Institute of Advanced Studies, located at 22781 Canyon Court, Castro Valley, CA. 94552, and represented by its Director, Meher Van Groenou, and the adult learner:

Name: _____ Phone _____
 Social security# _____ cell _____

Address: _____

Street	City	State and Zipcode
Total number of classes, academic hours, and lessons required to complete the course of instruction:		
Name of the Program:	Montessori Institute of Advanced Studies; Montessori ECE Teacher Credentialing program	
Scope of the Program: Academic phase:	6 courses, each consisting of five full day classes of altogether 192 hours of instructional time during academic phase	
Practicum phase:	30 academic hours of 5 Workshops 6 hours each, totaling. 16 hours of Physical and Life sciences and Social studies 32 hours in 3 Seminars, plus 8 hours of Independent studies, totaling 32 academic hours 30 hours of Observation 540 Intern hours	
Total instructional hours:	346 academic hours and 540 practicum hours are required for completion of the course	

Fees the student is expected to pay:

Application fee, due with application, non-refundable*	\$ 100
Non-Refundable deposit toward tuition**	\$ 500
Program cycle	\$ 3600
Course Manuals	\$ 285
AMS-MACTE fee	\$ 365
Books and materials***	\$ 350
Total	\$ 5200

* Non-refundable deposit at time of application. **Due upon acceptance.

*** Estimated. Add to student budget, paid directly by the student to the bookstore.

Books and learning material as specified in the Course Outlines can be obtained from outside sources. These costs are to be directly paid by the student to the vendors.

YOU ARE RESPONSIBLE FOR THESE AMOUNTS. IF YOU GET A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST (The Montessori Institute of Advanced Studies does not offer lending facilities).

The tuition is due not later than the first day of class. Contractual arrangements could be made in cases of financial hardship to pay the tuition in installments. *Without clearance of your financial obligations to the Institute you cannot attend classes.*

My signature below certifies that I have read, understood and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

STUDENT SIGNATURE: _____ DATE: _____

Any questions or problems concerning the Institute that have not been satisfactorily answered or resolved should be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833.

Notice of student rights to cancel or withdraw: The student has a right to withdraw from the Program by providing a written notice to the Director requesting withdrawal. The student has the right to cancel this contract without any penalty or obligations any time before midnight of the fifth business day following the first class session. After the cancellation period, the student has the right to stop school at any time and to receive a refund for the part of the course not taken. If the school closes before the student graduates, the student may be entitled to a refund. Please see the “Notice of Student Rights” and the “Notice of Cancellation” documents that accompany this contract.

1. **Rights of refund:** The program maintains a policy for refund of the unused portion of tuition, fees, and other charges in the event the student fails to enter the course, withdraws, or is discontinued from at any time prior to completion.
2. **How the refund amount is determined:** The program will charge the student for the portion of the course attended, including the date when a written notice of withdrawal was received. The refund is determined as indicated in the table below. The refund will be the total tuition minus the non-refundable deposit of \$100 and the purchased Manuals and books.

Percentage of total contact hours utilized	Hours utilized	Refund
Up to 10%	Up to 30	80%
11 – 25 %	Up to 76	60%
26 – 50%	Up to 152	40%
51 – 75%	Up to 228	20%
76 – 100%	Beyond 228 hours	No refund

3. Disclosures:

The School Performance Fact Sheet is filed with the Bureau for Private Postsecondary Education. The Fact Sheet has completion rates, placement rates, and starting salaries as calculated pursuant to state law. Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the Institute may be directed to BPPE at P O Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, P 888-370-7589, or 916-431-6959, F.916-263-1897.

I have read and understood this School Performance Fact Sheet. It was reviewed and discussed with a School official prior to signing the enrollment agreement.

My signature below certifies that I have read, understood and agreed to my rights and responsibilities, and that the institution’s cancellation and refund policies have been clearly explained to me.

STUDENT SIGNATURE: _____ DATE: _____

SCHOOL OFFICIAL _____ DATE _____

Appendix 10: Student Absence and Make-Up Form

Student's name: _____

Date of absence: _____

Time of absence: _____ hours

Area of curriculum missed: _____

Arrangement with student to make up for missed class when it is offered next time:

Deadline for completion of missed assignment (missed deadline means repeating the course or lowered grade):

Instructor's signature:

Date:

Appendix 11: Student Progress Report

Student's Name: _____ Date: _____

Area of Curriculum: _____

Instructor's comments:

Arrangement with student to make up:

Deadline for completion of assignment: _____
(Missed deadline would lead to either repetition of course or lowered grade in course)

Instructor's signature: _____

Date: _____

Appendix 12: Final Assessment

Name of Student: _____

Date of Completion of Teacher Credentialing Program _____

Practicum Coordinator's Comments: _____

Director's Comments: _____

Recommendation for Certification: Yes: _____

not yet, needs work: _____

Signature Practicum Coordinator: _____

Date: _____

Signature Director of Program: _____

Date: _____

Appendix 13: Notice of Refund

Student name: _____

Telephone: _____

Address: _____
Street City State/Zip

Amount student paid for instruction: \$ _____

Hours of instruction paid for , but not yet received: _____

Other: _____

Total hours for which student need to pay: _____

Other: _____

Equipment cost, if any: _____

This is to notify you that a refund was sent on (date): _____

The amount of the refund was: \$ _____

The method of calculating the refund was as follows:

The person/ entity to whom the refund was sent is:

Name: _____

Address: _____
Street City State/Zip:

CERTIFIED MAIL #:

Appendix 14: NOTICE OF CANCELLATION

You may cancel this contract with the Montessori Institute of Advanced Studies without any penalty or obligation by the date stated below:

If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 10 days following the Institute’s receipt of your cancellation notice.

But, if the Institute gave you any equipment, you must return the equipment within 10 days of the date you signed a cancellation notice. If you do not return the equipment within this 10-day period, the school may keep an amount out of what you paid that equals the cost of the equipment.

To cancel the contract with the Institute, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, to the address for the Montessori Institute of Advanced Studies provided above,

NOT LATER THAN: Midnight of the fifth business day following the first class session:

I cancel the contract with the Institute.

[Date]

[Student’s signature]

REMEMBER, YOU MUST CANCEL IN WRITING. You do not have the right to cancel by just telephoning the school or by not coming to class. If you have any complaints, questions, or problems that you cannot work out with the school, write or call:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA. 95798
Mailing Address: P.O. Box 980818, West Sacramento, CA. 95798-0818
Telephone: (916) 431-6959, Fax: 916-263-1897; www.bppe.ca.gov

Appendix 15: Declaration of Change of Status

This notice is important, keep a copy for your records.

Name: _____ Social Security Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone (work): _____ (home): _____

I began Montessori training in Early Childhood on: _____

Stopping on: _____

Anticipated date of return to training: _____

Signature: _____ Date: _____

Undeclared Change of Status

This notice is important, keep a copy for your records.

Name: _____ Social Security Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone (work): _____ (home): _____

I began Montessori training in Early Childhood starting on: _____

Stopping on: _____

Anticipated date of return to training: _____

Signature: _____ Date: _____

Appendix 16: Graduate Placement Form

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Starting date of training: _____ Completion date: _____

Have you secured employment in the field for which you were trained by the Institute:

Yes: _____ No: _____

What is your salary? _____

Your responses would be helpful for our report to AMS/MACTE. Thank you so much.

Appendix 17: Transfer of Credits Request

Credits obtained in other training programs need to be assessed. Please provide the following information and documents.

Name: _____

Telephone (work): _____ (home): _____

Address: _____

City: _____ State: _____ Zip: _____

Name of prior training program: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Is this training program accredited by MACTE? Yes: _____ No: _____

Course completed, name (1): _____

Units/hours: _____ Date of completion: _____ Grade: _____

Course completed, name (2): _____

Units/hours: _____ Date of completion: _____ Grade: _____

Course completed, name (3): _____

Units/hours: _____ Date of completion: _____ Grade: _____

Documentation submitted: _____

Signature: _____ Date: _____

Appendix 18: Notification of Complaint

Date: _____

Name: _____

Course: _____

I have the following complaint:

Signature: _____

Received on: _____ by: _____

Action taken:

Communication to plaintiff on: _____

Signature: _____ Date: _____