

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 (BPPE)
Connected with the Division of Continuing and International Education, California
State University, East Bay*



STUDENT HANDBOOK/ CATALOGUE

(2/1/2023 to 8/31/2024)

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

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

www.montessori-training.com

Rev: 01/01/24

“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

Our mission is to nurture adult learners to become to become Montessori leads who see each child as a unique being through observation within a Montessori environment.

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Introduction

Montessori Institute of Advanced Studies is a private institution and 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), and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. 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.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The Institute does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.). **I*

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

Assistant Director and Practicum Coordinator: Dilnawaz Kapadia

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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.

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.

The Institute's Mission is:

Mission Statement

Our mission is to nurture adult learners to become to become Montessori leads who see each child as a unique being through observation within a Montessori environment.

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 teacher credentialing programs that can be completed in one- or two-year 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. The start date for the one-year

cycle begins the third Monday in June and ends the last Friday in June the following year. *This cycle is only offered if there is sufficient enrollment (10 students) by April of the year.*

The two- year program cycle starts the Academic phase, starting in the summer, and continuing on alternate Saturdays throughout the school year. The Practicum takes place the following school year. The start date for the two-year cycle begins the third Monday in June and ends the last Friday in June of the following second 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 3-day weekend class for Social Studies and Physical and Life Sciences (24 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 36 Semester units (when they successfully complete the program. The ECE 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. Upon graduation, the graduate is qualified for employment as a Preschool and Kindergarten teacher (SOC code 25-2011, 25-2012) .
- A student may choose to take a leave of absence, but all coursework must be completed within three years from the student's start date.
- The Montessori Institution does not offer dormitory facilities, and does not take responsibility to find or assist a student in finding housing. There is reasonable availability of housing located reasonably near the campus at an estimate of approximately \$1000-\$2500 per month.
- **Montessori Institute of Advanced Studies does not provide any placement services during the program cycle or post-graduation.**

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.

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Selection Procedures

1. The Director reviews the application form, personal statement, letters of recommendation, and transcripts. Application from a foreign student is referred 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.

Dilnawaz Kapadia, Assistant Director, Practicum Coordinator

Dilnawaz Kapadia holds a B.A. from Mount Holyoke College, South Hadley, MA, and a Ph.D. in Molecular and Cell Biology from University of California at Berkeley, CA. She received her Montessori Early Childhood Credentials from the Montessori Institute of Advanced Studies in Castro Valley, CA. Ms. Kapadia has served as the Assistant Director of the Montessori Institute of Advanced Studies in Castro Valley since 2019, Primary Lead since 2015 and is an Elementary educator at Valley Montessori School since 2020.

Kelly Easter

When I took my Montessori training 20 years ago, I believe it changed me. I learned that children are in a sensitive period, developing their independence in the primary classroom, and how important it is to let them do things on their own. Each and every experience is a learning opportunity. Since 2014 I have been a lead teacher at Lake Hills Montessori in Austin, Texas, Tulane Montessori Children's House in San Mateo, California and am currently at the Bowman

School in Palo Alto, California. I believe so strongly in The Montessori Method that I joined the Bay Area Montessori Association (BAMA) to help get the word out to as many people as possible about the benefits of a Montessori education, as well as to teach parents more about Montessori and to support fellow teachers in their work.

Mandi Han

Mandi Lee has been in the field of education for over 25 years and currently is a Developmental Specialist at Valley Montessori School. She has 10 years of teaching experience as a Montessori teacher ages 3-6, with the remaining years spent as a public-school teacher and Autism Specialist at San Ramon Valley Unified School District. Her love and passion for learning led her to complete her master's degree from St. Mary's College of California in 2010. In the past 4 years she has spoken at over 30 engagements including AMS conference, 2022. She's also a 2x keynote speaker for NEAYC, east bay chapter and a workshop consultant for Hively and Davis Family Street.

Maryanna Heginbottom

My early years were spent in Michigan where I earned my Bachelor's Degree from Western Michigan University and taught second and third grades in the public elementary system. My introduction to Montessori was E. M. Standing's book, Montessori: Her Life and Times. It was truly an eye opener into a kind of education that I had never imagined. My Montessori Primary AMS certificate is from the College of Notre Dame (now Notre Dame de Namur) in San Carlos, CA. In 1984, I took the 6 – 9 Montessori training at METC in San Leandro. My entire Montessori career was spent at Fountainhead Montessori Schools. Fountainhead hired me to work as Staff Trainer & Program Development Director for the 5 schools. I became the Director/Instructor of FMAE In 2006. I retired from work in the Spring of 2017. I spend enjoyable time in my vegetable garden, practicing botanical art, reading and sometimes teaching my favorite Montessori subject, Mathematics at MIAS.

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*.

* 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 the AMS office of teacher education in lieu of the college transcript.

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.

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

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.

Admission of Foreign Students

Montessori Institute offers student visa for foreign students applying to become early childhood Montessori teachers. Instruction occurs in the English language and the students must

demonstrate ability in reading and writing in the English language at a high school level of proficiency. We require a short essay from them describing the reason for choosing this program as a demonstration of proficiency in the English language. We do not provide English language services such as ESL. 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 (see pg 49). For the 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.

Montessori Institute of Advanced Studies has not entered into an articulation or transfer agreement with any other college or university.

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.

Equipment and Materials:

During the course of the program students will learn how to work with Montessori didactic materials in Everyday Living Skills, Sensory Motor Learning, Language arts, Math, Social Studies and Science subjects.

MIAS Training Materials Inventory

Everyday Living Skills Didactic Materials

MIAS has complete materials for the following activities:

- Whole Hand Grasp:
 - ✓ Beans
 - ✓ Sponge
 - ✓ Baster
 - ✓ Pouring pitchers
 - ✓ Tongs

- Three Finger Grasp:
 - ✓ Spooning
 - ✓ Medicine Dropper
 - ✓ Tweezer
 - ✓ Clothes Pin and Paper Clip

- Wrist Movement:
 - ✓ Lids and Jars
 - ✓ Nuts and Bolts
 - ✓ Locks and Keys
 - ✓ Egg Beater and Whisk
 - ✓ Shell Washing
 - ✓ Rolling Mats
 - ✓ Folding Cloth
 - ✓ Cutting

- Care of Person:
 - ✓ Button Frame
 - ✓ Zipper Frame
 - ✓ Snapping Frame
 - ✓ Hook and Eye Frame
 - ✓ Buckle Frame
 - ✓ Bow Tying Frame
 - ✓ Hand Washing
 - ✓ Shoe Polishing

- Housekeeping:
 - ✓ Table Washing
 - ✓ Shelf Cleaning
 - ✓ Dish Washing
 - ✓ Clothes Washing
 - ✓ Window Washing
 - ✓ Sweeping
 - ✓ Mirror Polishing
 - ✓ Wood Polishing
 - ✓ Silver polishing
 - ✓ Copper Polishing

- Caring for Plants:
 - ✓ Watering
 - ✓ Cleaning Leaves

- Control of Movement and Stationary Exercises:
 - ✓ Stapler
 - ✓ Hole Puncher
 - ✓ Rubber bands
 - ✓ Pin Cushion

- Food Preparation:
 - ✓ Cutting Tools
 - ✓ Grater
 - ✓ Spreader
 - ✓ Tea Set

- ✓ 5 dozen bowls and trays

Sensory Motor Learning, Science and Social Studies Didactic Materials

- Visual Sense:
 - ✓ Knobbed Cylinder Blocks
 - ✓ Pink Cubes
 - ✓ Brown Quadrilateral Prisms
 - ✓ Red Rods
 - ✓ Knob-less Cylinders
 - ✓ Geometry Demonstration Tray
 - ✓ Geometric Cabinet and Cards

- ✓ Geometric Solids and Bases
- ✓ Constructive Triangles
- ✓ Power of Two
- ✓ Binomial Cube
- ✓ Trinomial Cube
- ✓ Square of Pythagoras
- ✓ Primary Color Box
- ✓ Hue Matching Box
- ✓ Color Tint Match Box
- ✓ Grading Box
- ✓ Fabric Box

- Tactile Sense:
 - ✓ Tactile Boards
 - ✓ Tactile Tablets
 - ✓ Fabric Boxes
 - ✓ Baric Tablets
 - ✓ Thermic Cylinders
 - ✓ Thermic Tablets

- Auditory Sense:
 - ✓ Sound Cylinders

- Olfactory Sense:
 - ✓ Smelling Cylinders

- Gustatory Sense:
 - ✓ Tasting Bottles

- Zoology:
 - ✓ Classification cards: Living-Non-Living, Animals-Plants, Animals-People, cards with various categories for sorting animals and plants
 - ✓ Three-Part Cards of Mammals: Birds, Fish, Reptiles, Amphibians
 - ✓ Pictures and Videos of Invertebrates: Fish, Amphibians, Reptiles, Birds, Mammals
 - ✓ Zoology Puzzles
 - ✓ Live Animals (mammal--rabbit, birds, fish, reptiles, amphibian)
 - ✓ Pet Care Materials

- Botany:
 - ✓ Plant Specimens and Plant Care Material
 - ✓ Three-Part cards of Parts of Plants
 - ✓ Booklets
 - ✓ Puzzles
 - ✓ Propagation
 - ✓ Leaf Cabinet

- ✓ Magnifying Glass
- ✓ Material to Grow Seeds
- ✓ Gardening Tools

- Geography and History:
 - ✓ Globe-sandpaper
 - ✓ Globe-Land and Water
 - ✓ Globe-Continent
 - ✓ Globe-Standard
 - ✓ Land and water forms made out of clay, paper, three-part cards
 - ✓ Continent Maps of North America, South America, Europe, Asia, Africa, Australia
 - ✓ Three-Dimensional Forms
 - ✓ Sink and Float Materials
 - ✓ Magnets Puzzles
 - ✓ Flags
 - ✓ Pictures of Children from around the Globe
 - ✓ Calendar
 - ✓ Clock.

Montessori Mathematics Didactic Materials

Zero to Ten:

- ✓ Number Rods
- ✓ Sandpaper Numerals
- ✓ Number Rods and Numeral
- ✓ Spindle Boxes
- ✓ Numerals and Counters
- ✓ Memory Game with Numerals and Numbers
- ✓ Short Bead Stair

Introduction to Decimal System:

- ✓ Crisis of Nine with Quantity
- ✓ Crisis of Nine with Symbols
- ✓ Bead Layout
- ✓ Numeral Cards
- ✓ Teen Board Quantity and Symbols
- ✓ Ten Board Quantity and Symbols
- ✓ Number Rods
- ✓ One Hundred Board and Numerals
- ✓ One Hundred Chain and Labels
- ✓ One Thousand Chain and Labels
- ✓ Squaring Chains
- ✓ Cubing Chains
- ✓ Golden Beads

Math Operations:

- ✓ Stamp Game
- ✓ Dot Board
- ✓ Small Bead Frame

Memorization:

- ✓ Addition and Subtraction Snake Games
- ✓ Addition and Subtraction Strip Boards
- ✓ Addition and Subtraction Charts 3, 4, 5
- ✓ Addition Blank Chart
- ✓ Bead Bar Games
- ✓ Multiplication Bead Board
- ✓ Multiplication Charts
- ✓ Cubing Chains and Bead Bars for Memorization of Multiplication
- ✓ Unit Division Board
- ✓ Division Charts.

Language Arts and Reading Development

Indirect Preparation for Writing and Reading:

- ✓ Inset Puzzles
- ✓ Free Form Puzzles
- ✓ Three-Dimension Puzzles
- ✓ Sequence Puzzles
- ✓ Bead Stringing with No Control
- ✓ and Bead Sets with Control in Color
- ✓ Cards with Alternating Color Beads
- ✓ Beads with More Elaborate Design
- ✓ Cards with Only Outlines
- ✓ Parquetry
- ✓ Object Matching Material
- ✓ Graphic Matching
- ✓ Sequence Cards
- ✓ Rhyming Objects
- ✓ Mystery Bag

Direct Preparation for Reading and Writing:

- ✓ Metal Insets
- ✓ Sandpaper Letters
- ✓ Sound Sorting
- ✓ Movable Alphabet
- ✓ Vowel Sorting
- ✓ Consonant Puzzle Cards
- ✓ Phonetic Object Box
- ✓ Phonetic Picture Books
- ✓ Phonetic Three-Part Cards
- ✓ Phonetic Puzzle Cards

- ✓ Phonetic Reading Cards with Pictures
- ✓ Phonetic Reading Books
- ✓ Phonetic Work Page
- ✓ Phonetic Command Cards
- ✓ Sight Words
- ✓ Phonograms: Booklets
- ✓ Word Basket
- ✓ Long Vowel Sounds
- ✓ Dictionary
- ✓ Puzzle Cards
- ✓ Word List

Reading Practice:

- ✓ Environmental Labels
- ✓ Wooden Reading Tablets
- ✓ Classified Cards
- ✓ Books
- ✓ Poetry Basket
- ✓ Picture Sentence Box
- ✓ Puzzle Sentences
- ✓ Commands
- ✓ Homemade Reading Booklets
- ✓ Readers
- ✓ Workbooks

Penmanship:

- ✓ Above and Below the Line Families of Letters
- ✓ Tracing Letters
- ✓ Margins
- ✓ Written Question Game
- ✓ Punctuation
- ✓ Capital letters
- ✓ Cursive
- ✓ Alphabetizing

Grammar:

- ✓ Farm-Noun Game
- ✓ Article Game
- ✓ Adjective Game
- ✓ Logical Adjective Game
- ✓ Detective Triangle game
- ✓ Pronoun Game
- ✓ Conjunction Game
- ✓ Preposition Game
- ✓ Verb Game.

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Classroom Management and Observation

- ✓ Camcorder
- ✓ Videos of Children in Specific Relationships.

Science Workshop

- ✓ Geology and Astronomy
- ✓ Models of Earth and its Layers
- ✓ Puzzles
- ✓ Volcano
- ✓ Rocks of all Kinds
- ✓ Practical Life material for Activities in Geology

Sensorial Activities

- ✓ Models of the Night Sky
- ✓ Puzzles
- ✓ Three Part Cards for Stars
- ✓ Planets
- ✓ Constellations, Sun, Moon
- ✓ Books
- ✓ Booklets to make
- ✓ Posters

Music and Movement

The Instructor will bring materials for the music workshop. Materials include:

- ✓ Musical instruments
- ✓ Drums of various kinds
- ✓ Tapes and compact discs
- ✓ Songbooks
- ✓ Montessori Bells
- ✓ Movement Equipment
- ✓ Sequential Activity Guide.

Art and Outdoors

- ✓ Construction paper
- ✓ Paper for collages
- ✓ Watercolors
- ✓ Coloring pens
- ✓ Clay
- ✓ White Glue

All the equipment and materials are readily available on the classroom shelves for practice during the learning time. Students have access to these resources while in class and at their practicum site during their internship year.

Equipment such as a copy machine, paper cutter, projector are available to the student upon request in the office.

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MACTE Competencies Table

Categories of Competency:	Competencies – the adult learner understands the following as they relate to the course level:	Possible sources of evidence:
I. Content Knowledge – Understands the theory and content regarding:		
	1a. Montessori Philosophy	Written assignments, exams
	1b. Human Growth and Development	Written assignments
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ul style="list-style-type: none"> ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills 	Albums, rationale papers, lesson write-ups, exams
	1d. Community resources for learning	Album, written assignments
II. Pedagogical Knowledge -- Understands the teaching methods and materials used regarding:		
	2a. Correct use of Montessori materials	Supervised practice with materials, blind draw exams
	2b. Scope and sequence of curriculum (spiral curriculum)	Participation in discussions, original lesson write-up, exams
	2c. The prepared environment	Written assignments
	2d. Parent/teacher/family/community partnership	Participation in discussion
	2e. The purpose and methods of observation	Observation reports, written assignments
	2f. Planning for instruction	Written assignments
	2g. Assessment & documentation	Child-study
	2h. Reflective practice	Yearlong journal
	2i. Support and intervention for learning differences	Written assignments, class discussion
	2j. Culturally responsive methods	Written assignments
III. Practice – Can demonstrate and implement within the classroom:		
	3a. Classroom leadership	Practicum observations, other evaluations during student teaching
	3b. Authentic assessment	Practicum observations, other evaluations during student teaching
	3c. Montessori philosophy and methods (materials)	Practicum observations, other evaluations during student teaching
	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Participation in discussion
	3f. Innovation and flexibility	Participation in discussion

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 provided upon request.

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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.

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.

Academic Phase Requirements:

Completion of following courses offered by the Institute:

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

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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 beginning*** 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 total.).
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. Year Long 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.

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Description of Classes & Workshops, Academic Contact Hours and Credits

Child Development

40 Academic Contact hours, 4 semester units, transferred

Theories of development and stages in development are examined in physical, cognitive, emotional, and social areas. Current theories and research are examined. Adult learner is responsible for setting this up and this course needs to be completed by the end of the academic phase. The fee for this course is paid directly to the institution from where they take this course.

Supervised Philosophy & Curriculum Study

15 hours a week, 50 Contact hours per Semester, 6 semester units

Students on I-20, Student visa are required to do Supervised Philosophy & Curriculum Study 15 hours a week. This is mandatory for the students to get the experience of the classroom while they are taking the theory classes. Under the guidance of an experienced Mentor Teacher the student observes and practices with materials, learns to prepares the environment for the children, makes activities, understands and notes the philosophical implications of behaviors and materials, prepares Manuals, observes and records interaction of children and teachers, and learns the routine of the class. The students will be given a Journal to follow and record their experience. They are evaluated at the end of each Semester. The student will receive a ‘Certificate of Completion’ at the end of the year for this valuable experience.

Montessori Philosophy/Theory (Foundational)

32 Academic Contact hours, 3 semester units

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. This course is delivered online using a Canvas platform and it is a hybrid format.

Observation and Classroom Leadership (foundational)

Total: 45 Academic Contact hours, 4 semester units

(25 hours from Observation & Classroom Leadership, + 20 hours from documented observation).

Classroom Leadership and Observation

25 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

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day or extended day program, multi-culture and diversity in all forms, understanding issues relating to school administration, professional relationships, and best practices.

Observation

20 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 semester units

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 semester units

Philosophy and rationale of the curriculum. Presentation and practice with the sensorial, materials aiding in the development and refinement of the senses.

Montessori Mathematics (core)

32 Academic Contact hours, 3 semester units

This course encompasses philosophy and rationale of the curriculum, materials that aid development of mathematical-mind 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)

32 Academic Contact hours, 3 semester units

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

16 Academic Contact hours, 2 semester units

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.

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Physical and Life Sciences, Social Studies (core)

25 Academic Contact hours, 2.5 semester units;

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.

Parent Teacher Partnership and Child, Family and Community

6 Academic Contact hours, 2.5 semester 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

6 Academic Contact hours, 1 semester unit

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

32 Academic Contact hours, 3 semester units

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, 5 semester 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 their classmates at the end of the year.

Supervised Field Experience 1, 3 semester units

Supervised Field Experience 2, 3semester units

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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 on the practical classroom experiences and the 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. Some of these hours are counted in courses and workshops. Seminar attendance, participation and completion of Seminar assignments are required for graduation.

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Workshops

53 contact hours

The workshops are offered on Saturdays during the Practicum year. They cover Parent / Teacher Partnerships (6 academic contact hours), Art-Outdoors and Music and Movement (16 academic contact hours), Core curriculum ; Social Studies, Physical and Life Sciences (25 academic contact hours), Administration (6 academic contact hours), totaling 53 academic contact hours.

Year Long Project

16 academic contact hours; 5 Semester units

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 Phase

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 the entire school year. Students have up to three years to complete the Practicum phase. Attendance to all seven Workshops and four Intern Seminars 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.

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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.

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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.

For the Online Montessori Philosophy course, once a week zoom meeting with the enrolled students assures the presence of students registered for the course.

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.

For in-person classes, 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. For distance learning classes, the assignments are graded weekly upon submission and posted online. Final grades for all courses are provided two weeks after the end of the course.

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 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.

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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 class. For having missed one session there is a charge of \$95 for completing that session, **\$50 for each missed workshop, \$100 for the missed Seminar** when missed and need to take to complete the requirements. In case of unforeseeable circumstances an adult learner may be given extension up to two 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].

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- 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 \$100 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.

Students who do not possess a Bachelor's degree receive an Associate Certificate.

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

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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 only 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.

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- Kaiser Permanente, 27400 Hesperian Blvd, Hayward, 784-4000.
- St. Rose Hospital, 27200 Calaroga Ave, Hayward, 264-4000.

Tuition

1. Application fee, due with application*	\$ 250
2. Deposit toward tuition, due with application**	\$ 350
3. Program cycle	\$ 5,700
4. Course Manuals	\$ 455
5. AMS-MACTE fee	\$ 500
6. STRF*	\$ 0.0
Total charges for Program Cycle	
7. Books and materials***	\$ 340
Estimated Total charges for Education Program	
	\$ 7,595

*Non-Refundable. **Refundable during cancellation period ***Estimated. Added to student budget, paid directly by the student to the bookstore.

The application fee (\$250) is non-refundable and due upon applying for enrollment. \$350 is due when accepted for the program, but is refundable through the cancellation period. The remaining tuition and other charges (\$ 6200) are due soon after as the application is being processed and the student is admitted to the Program. This portion of tuition has to be paid before the Orientation meeting and the beginning of classes. The transfer students who only are signing up for **Practicum, will pay \$3100 plus the Manuals. They pay MACTE-AMS registration fee of \$500 to the Institute.**

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 sessions, workshops, and seminars are calculated at \$100 per session.

The AMS-MACTE student fee for Certification is \$ 500 (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 \$ 550 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

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consultant's visit is reimbursed directly by the intern-student at the rate of \$ 0.45 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.

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-minutes 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.

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- 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 the Practicum Contract
- Understanding and adherence to the code of ethics

Student Rights

- To receive Montessori teacher training in accordance with the mission statement and 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

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- 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 (420 Park Street, 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.

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 420 Park Street, Charlottesville, VA 22902.
Phone: 434-202-7793; fax: 888-525-8838,
Email: Rebecca@macte.org; website: www.macte.org.

Bureau (BPPE) Requirements

Montessori Institute is approved to operate post-secondary education by the BPPE of California. Any unanswered question the adult learner may have or questions regarding this catalog that have not been satisfactorily answered by the institute may be directed to BPPE at

Bureau for Postsecondary Education
1747 N. Market Blvd. Ste 225 Sacramento, CA 95834
P.O. Box 980818, or www.bppe.ca.gov, or (916) 574-8900, (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).

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The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888-370-7580) or by visiting (www.osar.bppe.ca.gov).

Students pay towards the Student Tuition Recovery Fund (STRF) as required by BPPE. (Appendix 8)

Access to Student File

The Montessori Institute of Advanced Studies keeps a file for each student in which the application documents are kept, copies of the transcripts from schools and colleges attended, the course enrollment contracts, and the checklist on the progress through the program. All students are guaranteed access to their records. It is important that the student meets with the Director to review this progress, once during the Academic phase and another time 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. Transcripts are retained permanently and requests for transcripts need to 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. This is in compliance with CEC §94900, 5, CCR §71810 (b)(15) and §71920.

Withdrawal, Dismissal, and Refund Policies

Criteria for Withdrawal from Academic Courses

- The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The student must submit a *written* statement to the Director requesting withdrawal. 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.

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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 charges 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.

Probation Policy

Montessori Institute of Advanced Studies does not have a probation policy but works with the student towards their success.

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	70%
26 – 50%	Up to 152	45%
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

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- 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.
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 within 10 days.

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).

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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.

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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	\$250.00
Deposit toward tuition	350.00
Program cycle	5,700.00
AMS-MACTE fee	500.00
Curriculum Manuals and Handouts:	
Everyday Living Skills	40.00
Sensory-Motor Learning	40.00
Social Studies	40.00
Physical Sciences	40.00
Montessori Mathematics	40.00
Language Arts	40.00
Observation, Class Management	40.00
Workshops	150.00
Seminars	25.00
Total Manuals and Handouts	455.00
Required Reading: Books*:	
The Montessori Method	25.00
The Secret of Childhood	20.00
Discovery of the Child	20.00
The Advanced Montessori Method, vol.1	35.00
The Absorbent Mind	25.00
Dr. Montessori's Own Handbook	25.00
The Hidden Hinge	25.00
Children: The Challenge	25.00
Theories of Development	40.50
Number	25.00
The Child's Construction of Knowledge	25.00
A Piaget Primer	25.00
Beyond Discipline	25.00
Total Required Reading	*340.00

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

Total amount paid:	\$
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Signature: _____

Date _____

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NOTES

Appendix 4: 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:

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Appendix 5: 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. Additional transcripts cost \$ 25.00.

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

Appendix 6: Student Tuition Recovery Fund Rights and Responsibility

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, www.bppe.ca.gov, (916) 574-8900, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

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representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the STRF. To be eligible for STRF the student must be a California resident and reside in California at the time the enrollment agreement is signed.

To qualify for STRF reimbursement the student must file an 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.

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

Student's signature: _____ Date: _____

Appendix 7: 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 8: 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 9: Final Assessment

Name of Student: _____

Date of Completion of Teacher Training: _____

Practicum Coordinator's Comments: _____

Director's Comments: _____

Recommendation for Certification: yes: _____

not yet, needs work: _____

Signature Practicum Coordinator:

Date: _____

Signature Director of Program:

Date: _____

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Appendix 10: Notice of Refund

Student name: _____

Telephone: _____

Address: _____
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: _____
City State Zip:

CERTIFIED MAIL #:

Appendix 11: 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 seventh business day or the first class session, whichever is later:

I cancel the contract with the Institute.

[Student’s signature] [Date]

[MIAS representative’s signature] [Date]

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
1747 North Market Boulevard, Suite 225, Sacramento, California, 95834.
Telephone number 916-574-8900 or (888) 370-7589.

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Appendix 12: 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: _____

MACTE Accredited; AMS Affiliated & Licensed by State of California, BPPE

Appendix 13: Graduate Placement Form

Your Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Starting date of training: _____ Completion date: _____

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

Yes: _____ No: _____

Name and Address of your employment: _____

What salary and compensation package are you offered? _____

Your answers would be helpful to track the graduates in the field and for AMS/MACTE and the State of California, BPPE to know.

Thank you so much.

Appendix 14: 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: _____

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Appendix 15: Notification of Complaint

Date: _____

Name: _____

Course: _____

I have the following complaint:

Signature: _____

Received on: _____ by: _____

Action taken:

Communication to plaintiff on: _____

Signature: _____ Date: _____

APPENDIX 16: STUDENT EVALUATION OF INSTRUCTOR FORM

Student Evaluation of Instructor
Montessori Institute of Advanced Studies

Instructor: _____ Course title: _____

Date: _____

Evaluation criteria: 1. Excellent, 2. Very good, 3. Good, could improve, 4. Not good

<i>Aspects</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Organization and preparation of course material Comments:	1. Course objectives made clear				
	2. Subject matter well organized				
	3. Course sequence well planned				
Teaching skills Comments:	1. Material presented in coherent manner				
	2. Major points clearly emphasized				
	3. Use of class-room examples and illustrations				
Use of teaching aids Comments:	1. Use of games and exercises to clarify concepts				
	2. Use of films, slides, tapes				
Motivation Comments:	1. Evokes steady interest				
	2. Presents material creatively				
	3. Poses questions that demand thinking				
	4. Uses diverse teaching approaches				
Student involvement Comments:	1. Incorporates student's experience in teaching				
	2. Responsive to student's difficulty with material				
	3. Views learning as a transformational process				
Administration of course Comments:	1. Instruction started and ended on time				
	2. Course outline and assignments made clear				
	3. Exams and assignments related to subject matter				
	4. Assignments graded fairly				
Instructor Evaluation Comments:	1. Instructor available for discussion				
	2. Gave close attention to each student's learning				
	3. Helpful comments in class & on assignments				
	4. Overall evaluation of Instructor				