



SCHOOL CATALOG

June 5, 2017 to June 30, 2018

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INTRODUCTION

The Montessori Institute of San Diego directs courses of study that prepare adults to work with children from birth to twelve years of age according to Montessori principles under the auspices of the Association Montessori Internationale (AMI). AMI is the global teacher training organization created by Dr. Maria Montessori herself before her death to carry forward her legacy and ensure the authenticity of future training of Montessori practitioners.

MISD Mission & Purposes

Our mission is to train teachers in the Montessori method, an incredible philosophy of education originated by Dr. Maria Montessori over a century ago. Dr. Montessori believed that children are travelers on a limitless journey of self-creation, and that our role as educators is to gently guide them through this self-directed process. We train knowledgeable, idealistic professionals who are prepared in all ways to embark on a rewarding career in Montessori education.

MISD offers AMI training programs for four age ranges: birth to three (“Assistants to Infancy”), three to six (“Primary”), six to twelve (“Elementary”), and a continuing education course, birth to twelve (“Inclusive Education”). At each level, our goal is for our students to understand the fundamental, universal nature of children through observation in Montessori schools, reading and discussing Montessori’s books, hands-on practice with the manipulative classroom materials, and practice teaching in Montessori schools. Based on this understanding, our students build an extensive repertoire of “lessons” appropriate for various ages and interests, which they learn how to deliver in the right moment, with an approach that conveys great respect for the child’s growing independence.

Birth-3: The Assistants to Infancy training is focused on infants and toddlers, as well as prenatal care and new parent education. In this course, we conduct an in-depth study of early childhood development, Montessori pedagogy and practice, and current scientific research pertaining to the development of children from conception through age three.

Three to Six*: The Primary course follows the development of the child from age three to age six. Lectures include early childhood development and a comparative study of the child, family and community. The contrasts between Montessori education and common practices in early childhood settings are also discussed.

Six to Twelve*: The Elementary course of study will empower you to offer older children a rich learning environment that allows them to freely explore the world of the mind, pursue their unique interests, and develop a lifelong appreciation for art, science, movement, mathematics, language, and many other aspects of our global heritage.

Continuing Education - Inclusive Education: The Inclusive Education Course is a continuing education program for AMI diploma holders. It was created to **empower Montessori teachers with unique strategies to serve children from birth to 12 years who have behavioral, learning, and physical differences**, integrating current medical research on special needs with sound AMI pedagogical practices.

Approval and Accreditation

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

MISD is institutionally accredited by the Montessori Accreditation Council on Teacher Education.

Montessori Accreditation Council for Teacher Education
420 Park Street
Charlottesville, VA 22902
(434) 202-7793
info@MACTE.org

General Information

Instruction is in residence, with instructor to student ratios not to exceed 1:55 students. Courses are conducted in various formats including academic year, two summers, and three summers. All courses are taught at: 8745 La Jolla Scenic Drive North | La Jolla, CA 92037.

All classes at the Montessori Institute of San Diego are given in English. International students requiring F-1 student visas incur an additional \$500 International Student Fee, payable to MISD, for support services related to generating and mailing Form I-20, assistance applying for Optional Practical Training (OPT), and tracking students in the SEVIS system, a U.S. government database. International students from non-English speaking countries must take either the TOEFL (Internet- 80, Paper Based 550) or the IELTS (Score 6.5), unless they hold a degree from a university in an English-speaking country, completed a degree program in English, or will be accompanied by a translator. MISD does not provide English as a second language instruction. Please also note that we do not provide lodging or transportation.

Notice concerning international students: Following acceptance, the institution will provide an I-20 form so that international students may obtain an F-1 visa from the US Embassy or Consulate.

STATE TEACHER CERTIFICATION

The AMI programs at MISD train students to work in *privately owned Montessori schools across the globe*. MISD training is not preparation to work in the California public school system, or any other public school system, and MISD students are not eligible for federal financial aid programs (unless they enroll in the Loyola M.Ed. program concurrently and apply for aid through Loyola).

Institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, nor filed a petition within the preceding five years. Institution 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.).

All information in the content of this school catalog is current and correct, and is so certified as true by Silvia C. Dubovoy, Chief Academic Officer

ADMISSION REQUIREMENTS

The Montessori Institute of San Diego does not discriminate on the basis of age, gender, race, color or ethnic origin. All qualified students are afforded the rights, privileges, programs and activities generally accorded to any student at the Center.

A bachelor's degree in any field of study is required, although the Chief Academic Officer may make exceptions to this requirement under special circumstances, if a student possesses academic ability or work experience sufficient to succeed in the course and provides evidence of high school graduation or equivalency. Ability-to-benefit students-- those without a high school diploma or the equivalent-- are not eligible to apply, as MISD does not admit ability-to-benefit students.

Applicants must demonstrate personal suitability for training, including emotional maturity, integrity of character, intellectual creativity and the aptitude for psychological insight and understanding. The applicant must provide transcripts of college records, a recent photograph (not used in the admissions process) and a completed application form. An application fee must accompany a submitted application. A personal interview is sometimes required during the application process. Applications will be reviewed on a rolling basis until enrollment has reached capacity, at which time a waiting list will be established. If enrollment does not reach quorum as defined by the Chief Academic Officer the course will not be given.

The Inclusive Education program is continuing education, therefore each applicant is required to have and document an AMI diploma and a minimum of three years of teaching experience.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Montessori Institute of San Diego is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Institute of San Diego to determine if your credits or diploma will transfer.

TRANSFER CREDIT: CONTINUING YOUR STUDIES FROM A PREVIOUS AMI TRAINING CENTER

If a student has taken a portion of an AMI Diploma Course at another AMI training center, the Chief Academic Officer will consider counting that work toward a diploma earned through this institution. The former institution will report to MISD how many hours of coursework have been completed. MISD will then compare those hours to the total number of hours required per the AMI Requirements for Certification, and will pro-rate the remaining tuition based on MISD's current fee structure. The former institution will also provide us with a list of which course aspects have been completed (written exams, albums checked, observation hours, etc.), and any outstanding elements of the course will need to be finished in order for the student to sit for oral exams.

MISD does not accept hours or credit earned through challenge examinations, achievement tests, or experiential learning.

REQUIREMENTS FOR GRADUATION

The Diploma of the Association Montessori Internationale is granted upon satisfactory completion of the course requirements as follows:

- 90 percent attendance of lectures, observation work and practical sessions with materials.
- personally prepared reference albums containing illustrated notes on demonstrations and lectures

- assigned material-making projects
- successful practice-teaching as scheduled in AMI classes
- assigned written reports
- passing grades on both written and oral examinations conducted by examiners of the AMI

Admission to the training course does not guarantee certification. All students are given progress conferences at the end of the first semester.

FACILITIES

The Montessori Institute of San Diego is comprised of the following available **space and facilities**:

Approximately 10,000 square feet

Reception Area

Administrative Offices

Staff Restroom

Filing Room

Staff Kitchen/Lounge

Bookkeeping Office

Four Model Environments:

Nido/Home Environment

A-I Model Classroom

Primary Model Classroom

Elementary Model Classroom

Four Lecture Rooms:

Assistants to Infancy

Primary

Elementary

Inclusive Education

Two Student Kitchen/Lounge

Two Student Restrooms

Storage Room

Front Parking Lot – *for staff use only*

Student Parking Lot - Congregation Beth El parking lot off Gilman Drive or park on the street on La Jolla Scenic Drive North.

This institution with the facilities it occupies and the equipment it utilizes fully complies with any and all federal, state and local ordinances and regulations, including those requirements as to fire safety, building safety and health.

Equipment and materials used for instruction:

Complete set of AMI-approved Montessori manipulative classroom materials

Handouts, including lecture outlines

Projection screen and/or white board

LIBRARY & OTHER LEARNING RESOURCES

Library

The library consists of bookshelves containing resources available for students to check out in the Administrative office, containing the following materials:

Books

NAMTA Journals

DVDs

Sewing machine

Pinking shears

Checkout and in procedure: The library is open during our regular office hours, 8:00-3:30 M-F (except holidays). Verbally ask your trainer, assistant, or the Student Services Coordinator to check out your items. The responsible MISD employee will notate your items on a computer spreadsheet called the TC Book Inventory. Reading materials can be checked out for 1 week. DVDs, sewing machine, and pinking shears can be checked out for 1 day and are intended for use on the MISD premises only.

Other Learning Resources

Model classroom (practice room) with a complete set of Montessori materials.

Paper, washcloths, sponges, and other related supplies that would be part of a regular Montessori classroom

Use procedure: Students may use the model classroom during designated class hours, and also unsupervised after class is over until 6:30 p.m., in which case the student(s) must check in and out via a hard copy log located on the Student Services Coordinator's desk.

STUDENT SERVICES

MISD provides the following Student Services:

- Admissions & enrollment support via email, phone, and in person
- Letters of enrollment and attendance
- Student ID cards
- Parking permits
- Customer service related to payments and financing
- Compilation of helpful information for onsite students, such as local events
- Issue transcripts upon request
- Maintains a Jobs Marketplace
- Maintain supplies in the student lounge

HOUSING

MISD has no responsibility to find or assist a student in finding a house. However, we do offer the following advice and services to support our students with their housing search:

MISD maintains a Housing Page on its website with suggestions/options for student housing. The average housing cost in the La Jolla/San Diego area is approximately \$1500 per month, and varies considerably depending on size, amenities, and number of occupants. The Housing Page also includes

- Handouts with suggestions for housing which are tailored to academic year and summer programs
- Information about our Facebook Housing & Transportation Networking Board

MISD does not have dorm facilities under its control, but we do facilitate the rental of dorms at the University of San Diego for students in our summer format AMI diploma courses. Registration forms are posted each spring on our website's housing page.

ADULT LEARNER SERVICES

MISD faculty and staff provide academic advising to students on a regular basis throughout the course. For non-academic advising and healthcare needs, students are encouraged to explore the resources at Family Health Centers of San Diego: www.fhcsd.org/about.cfm

FACULTY

Dr. Silvia C. Dubovoy

MISD Chief Academic Officer

Dr. Dubovoy is a 0-6 level trainer, lecturer, consultant, and examiner for the Association Montessori Internationale worldwide. She has been involved in Montessori education since 1965, as a parent, board member and coordinator of her children's school. Dr. Dubovoy holds a Bachelor of Arts in psychology, a Master's in Psychological Research and Intervention, and a Ph.D. in Psychology from the University of Barcelona. She also has the AMI Primary, AMI Special Education, and AMI Assistants to Infancy Diplomas. Dr. Dubovoy was a Board member of AMI, headquartered in Amsterdam, from 1982 until 2010. She is a member of the AMI Scientific Pedagogic Group and the AMI Research Group, and she serves as one of the AMI representatives to the United Nations. Dr. Dubovoy's training style is heavily influenced by her work with Dr. Carl Rogers in the field of humanistic psychology. She is an Associate Professor at Loyola University in Maryland and currently serves as the Chief Academic Officer for the Montessori Master's Program at the University of Vic in Spain.

Assistants to Infancy

Alejandra Rosas

Assistants to Infancy Director of Trainer

Alejandra Rosas holds an A.S. in Puericulture from the Autonomous University of Guadalajara (UAG) and a B.A. in Early Childhood Education from the Secretaria de Educacion Publica (SEP) in Mexico. She received her AMI Primary diploma from the Centro Internazionale Montessori di Perugia, Italy in 1996 and her AMI Assistants to Infancy diploma from the Montessori Institute of San Diego in 2004. Ms. Rosas has over 15 years of experience working as a Montessori Guide, and she is now in the AMI Training of Trainers Program for the Assistants to Infancy level.

Françoise Sansoni

Course Assistant

Françoise Sansoni has been a Montessori practitioner for over 20 years, starting when her own two children were infants. Françoise is bilingual in English and French and grew up in London, GB. She is AMI trained at 0-3, 3-6 and 12-18. She guided a Primary classroom for several years before taking the Orientation to Adolescence and teaching French at the High School level at an IB school. She also has experience guiding an Infant Community, running a Montessori after-school program and opening a new Primary community. Françoise is passionate about Montessori education for all children and all backgrounds, and is thrilled to be joining the MISD team as trainer's assistant for the A to I summer course. She will also be one of the MISD Children's House Primary guides beginning in August 2016. Outside the classroom, Françoise loves hiking, swimming, exploring new places and cooking.

Primary

Cristina A. De León M.

Director of Primary Training

Ms. De Leon holds a Bachelor of Arts degree in Clinical Psychology from Centro de Enseñanza Técnica y Superior in Tijuana, Mexico, a Masters in Pedagogy from State University of Pedagogy Studies and a Master of Education in Montessori education from Loyola University in Maryland, in addition to AMI diplomas at the Primary and Elementary levels. From 1998 to 2003 she worked as a Primary teacher at Scripps Montessori School in San Diego, CA. Cristina has been an integral part of the training course at MISD since 2003 and also serves as an AMI examiner. She also works with MISD training programs in Argentina, Costa Rica, and Spain.

Kathleen Dian

Course Assistant

Kathleen Dian received her AMI Primary diploma from MISD in 2010 and worked as a primary teacher at the MISD Children's House from 2010-2013. She holds a Master's in education from the University of Aix-en-Provence (France) and is a certified teacher from the French Ministry of Education. Kathleen plays the flute and loves paragliding, hiking and reading.

Elementary

Greg J. MacDonald

Director of Elementary Training

Greg MacDonald is an AMI Elementary Chief Academic Officer who has trained Montessori elementary teachers in the USA, Canada, Italy, Japan, Switzerland, Germany and Mexico. He co-directed the first AMI elementary course to be offered in Japan and in 2013-2014 he directed the first AMI elementary training course to be offered in Mexico. Greg holds AMI 3-6 and 6-12 diplomas, and an elementary teaching diploma from the State College of Victoria in Burwood (Australia). He earned a Bachelor's degree from the University of Southern Queensland (Australia) and a Master's degree in education from Loyola College in Maryland (USA).

He has directed Montessori 3-6, 6-9, 9-12 and 6-12 classrooms. He has also worked as an elementary teacher in public schools, and he has served as principal of both mainstream and Montessori schools. Greg is an AMI-USA school consultant and he is a regular speaker at Montessori workshops, parent evenings and conferences nationally and internationally.

Kathy MacDonald

Elementary Course Assistant

Kathy MacDonald completed her Montessori primary diploma at Washington Montessori Institute and she also holds a Graduate Diploma in Elementary Education (Grades K-6). She has taught at both private and public Montessori schools for over twenty years. She is a Montessori parent and she has also served as a Montessori assistant and as a Montessori substitute teacher in both primary and elementary classrooms. She has worked with Montessori middle school students and as an assistant to a School Director. Mrs. MacDonald also worked as a Montessori art specialist for pre-K through 6th grade, as a Head Start/Special Needs Teacher, and in a variety of other educational positions. In 2013 she left the classroom to become an AMI course assistant

Inclusive Education

Mario Salguero, M.D.

Lecturer

Dr. Salguero is a graduate of University of Guadalajara Medical School. He has a diploma of clinical nutrition from the National Institute of Nutrition in Mexico and a Ph.D. in molecular biology in medicine from the University of Guadalajara. Dr. Salguero is the recipient of several awards and grants for his work and has authored multiple medical journal articles and textbook chapters. His focus has been on integrative medicine, where considering the person as a whole is a central principle. He is particularly interested in nutrition and meditation as it applies to psychiatry. At the University of Wisconsin Medical School he created and taught a course called "Health and Healing," collaborated in the creation of the Integrative Medicine program, and founded a private laboratory for stem cell genetic characterization. Dr. Salguero's overall vision is to develop state-of-the-art ways to empower psychiatric patients during their treatment and care.

Lorna Swartz, M.D.

Guest Lecturer

Dr. Swartz has been working tirelessly on behalf of the exceptional child since 1969, when she opened the Lorna Swartz Achievement Center in her native Johannesburg. For the next ten years, her clinic diagnosed and provided monthly home programming for children, adolescents, and adults with special needs. Dr. Swartz went on to establish the first experimental pilot class for children with learning problems in the public school system in South Africa, serve as director of a private school specializing in Attention Deficit Disorder whose students had a range of I.Q. from 40 to 160, and work as a professor of special education. In the early 90's, she hosted a weekly live call-in program on mental health issues for KFMB and KSDO radio stations, and later she also served as a weekly television consultant on psychiatric matters for the KUSI Morning News. Dr. Swartz holds both an M.D. and a Ph.D. in psychology. She has given over 100 seminars, presentations, and lectures on Attention Deficit Disorder, Learning Disabilities, Depression, Anxiety, Obsessive Compulsive Disorder, and Bipolar Disorder. Dr. Swartz has worked in private practice as a psychiatrist since 1987.

Administration

Sharon Dubovoy

Executive Director

sharon@misdami.org

Ms. Fastlicht is a Montessori child, a mother of four Montessori children and the Executive Director of MISD. She holds the AMI Montessori Assistants to Infancy (0-3) diploma and is currently pursuing her Primary (3-6) diploma from MISD. She also holds a B.A. in restaurant and hotel management from Universidad Iberamericana in Mexico City and an M.Ed. from Loyola University Maryland. Ms. Fastlicht assisted her mother, Dr. Silvia Dubovoy, in opening the Children's House in 2002 and returned in 2010 to continue her work with the school and its affiliated Montessori teacher training center.

Nasreen Yazdani

Director of Communications

nasreen@misdami.org

Nasreen oversees the internal and external communications at MISD, with a focus on marketing and admissions strategies. She holds a B.A. from Smith College in Northampton, Massachusetts, the AMI primary diploma from MISD and an M.Ed. from Loyola University Maryland. Her professional background includes grant writing, sociological research, customer service, and coordinating the M.Ed. Program in Curriculum and Instruction with a specialization in Montessori Education at the University of San Diego from 2010-2013.

Amy Rhodes

Course Administrator

amy@misdami.org

Amy serves as the training center's Student Services Coordinator. Her love of traveling and learning about new cultures led her to study in London, work on a Mayan excavation in Belize, and teach English in Korea. She is excited to be in her home city of San Diego where she continues to help students follow their dreams at the Montessori Institute San Diego. She holds a B.A. from UCSD in Anthropology.

Fernando Castillo

Controller

fernando@misdami.org

Mr. Castillo started his accounting career in Zurich, Switzerland, where he worked in the banking industry. While in Zurich, he married a San Diego native, and later moved to the United States and finished a bachelor's degree in accounting at City University in Seattle, Washington. Mr. Castillo brings to MISD extensive experience in management, communication and analytics, including planning, budgeting, reporting, training and controlling. His main focus is to influence organizational growth and bottom line profitability. Mr. Castillo is originally from Chile and has two children who have been raised with the Montessori philosophy.

COURSES OF STUDY

Assistants to Infancy

<ul style="list-style-type: none"> ➤ Psychology and Philosophy of the Montessori Method ➤ History of Education - Education Theories 	3 units
<ul style="list-style-type: none"> ➤ Child Growth and Development I ➤ Early Childhood Education ➤ Human Relations and Self Awareness in Young Children ➤ The Study of Child, Family and Community ➤ Anatomy, Physiology, Hygiene, Obstetrics and Nutrition 	3 units
<ul style="list-style-type: none"> ➤ Child Growth and Development II ➤ Child Neuropsychiatry 	3 units
<ul style="list-style-type: none"> ➤ Creating Healthy, Safe Environments for Infants 	3 units
<ul style="list-style-type: none"> ➤ Creating Healthy, Safe Environments for Toddlers 	3 units
<ul style="list-style-type: none"> ➤ Developmentally Appropriate Practices for Infants 	3 units
<ul style="list-style-type: none"> ➤ Developmentally Appropriate Practices for Toddlers 	3 units
<ul style="list-style-type: none"> ➤ Working with Parents and Families of Young Children ➤ Parent Education, Techniques and Family Development 	3 units
<ul style="list-style-type: none"> ➤ Supervised Field Experience 	3 units
<ul style="list-style-type: none"> ➤ Supervised Practice with Montessori Material ➤ Material Making 	3 units
Total Semester Units	30 units*

*30 Semester Units is equal to approximately 700 hours.

The Montessori Institute of San Diego is non-departmental in structure and curriculum and does not employ standard departmental subject divisions in the recording of credits. We supply a division of credits into traditional categories in response to specific inquiries, but it is to be understood that any such division is approximate, given the integrated nature of the curriculum.

Primary

➤ Human Relations and Self Awareness Among Young Children	3 units
➤ Foundations of the Montessori Method	3 units
➤ Perceptual Motor Development	3 units
➤ Practicum Part 1 (Observation)	3 units
➤ Language Arts/ Reading – Curriculum and Instruction	3 units
➤ Mathematics and Science Curriculum and Instruction	3 units
➤ Creative Activities (Music, Art, Movement and Drama)	3 units
➤ Teaching Strategies and Social Development	3 units
➤ Practicum Part 2 (Teaching Practice)	3 units
Total Semester Units:	27 units*

* 27 semester units is equal to approximately 700 hrs.

The Montessori Institute of San Diego is non-departmental in structure and curriculum and does not employ standard departmental subject divisions in the recording of credits. We supply a division of credits into traditional categories in response to specific inquiries, but it is to be understood that any such division is approximate, given the integrated nature of the curriculum.

Elementary

The AMI Elementary Course is an advanced and intensive training program, presuming previous studies at the primary level. However, the course may also be taken after an introduction to the primary in the Foundation Course.

➤ Foundations of the Montessori Method	3 units
➤ Montessori Classroom Methods	3 units
➤ Language Curriculum and Instruction for the Elementary Years	2 units
➤ Mathematics Curriculum and Instruction for the Elementary Years – Part 1	3 units
➤ Physical & Biological Sciences Curriculum and Instruction for the Elementary Years	2 units
➤ Social Studies Curriculum and Instruction for the Elementary Years	2 units
➤ Practicum Part 1	3 units
➤ Laboratory: Using Montessori Materials	2 units
➤ Mathematics Curriculum and Instruction for the Elementary Years- Part 2	2 units
➤ Music/Arts Curriculum and Instruction for the Elementary Years	2 units
➤ Practicum Part 2	3 units
Total Semester Units:	27 units*

*27 units is equal to approximately 800 instructional hours.

NOTE: The Montessori Institute of San Diego is non-departmental in structure and curriculum and does not employ standard departmental subject divisions in the recording of credits. We supply a division of credits into traditional categories in response to specific inquiries, but it is to be understood that any such division is approximate, given the integrated nature of the curriculum.

Continuing Education - Inclusive Education

➤ Montessori and Inclusive Education	3 units
➤ Neurodevelopmental Theories	3 unit
➤ Learning Exceptionalities	5 unit
➤ Montessori Approach to Diverse Children	3 units
➤ Practicum (Observation and Case Study Project)	2 unit
➤ Family and Professional Partnerships	2 unit
➤ Legal Considerations	2 unit
Total Semester Units:	20 units*

* 20 semester units is equal to approximately 280 hrs.

The Montessori Institute of San Diego is non-departmental in structure and curriculum and does not employ standard departmental subject divisions in the recording of credits. We supply a division of credits into traditional categories in response to specific inquiries, but it is to be understood that any such division is approximate, given the integrated nature of the curriculum.

Clock Hours

Clock hours are defined as hours in which the student is either:

Onsite-- Physically in class at the Montessori Institute of San Diego, receiving instruction and/or engaging in activities such as a group discussion and supervised practice, which relate directly to the mastery of the subject matter.

OR

Offsite-- Engaging in observation or practice teaching at designated facilities.

System Used for Recording Attendance in Clock Hours

Absence from class is recorded in clock hours. For example, if a student is absent for one day, which consists of 5 hours of instruction/supervised practice and 1 hour of lunch break, 5 hours are deducted from the student's total attendance.

CONTENT DESCRIPTION & OBJECTIVES / COMPETENCIES

Assistants to Infancy

MO 637: Psychology and Philosophy of the Montessori Method (3 units)

Content: This course is designed to provide students with insight into the underlying theories guiding Montessori education which will allow them to work with children and their families from birth to six years. Focus will be on understanding child psychology and child development from a Montessori perspective as well as that of new research. There will be an emphasis on early childhood education as candidates learn to understand the physical and psychological characteristics of the developing child, the importance of education from birth, how to establish collaborative parent-professional relationships and development of programs in accordance with the theories of Maria Montessori and the principles of the Montessori method. Particular emphasis is given to children from birth to six years old.

Competency Objectives

- Each student will demonstrate knowledge and understanding of the special psychological and physical characteristics of the developing human being, especially from birth to six years of age.
- Each student will understand the principal of education that starts at birth, as an aid to life, and develop a reference album with the topics related to the Montessori System of Education.
- Each student will demonstrate in home, community and preschool observations and practices their understanding of the principles and standards of the Montessori philosophy of education.
- Each student will demonstrate the ability to lecture on any of the topics.
- Each student will participate in community discussions on the principle of education as an aid to life.
- Each student will employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

MO 638 Child Growth & Development I (3 units)

Content: This course will provide the student with the knowledge and understanding of basic principles in Anatomy, Physiology, Hygiene, Obstetrics and Nutrition as they relate to the development of the child from birth to six years. Focus will be on understanding how the body works, healthy and safe hygiene, and basic facts of human reproduction, conception, pregnancy and postnatal growth and nutrition which are vital to the child's development, in both the home and community environments from birth to three years. Emphasis will be on Montessori's principles for the healthy development of the child.

Competency Objectives

- Each student will learn basic concepts of Anatomy and Physiology and principles of growth and physical development in relation to his/her environment.
- Each student will be able to explain and apply principles of hygiene, as well as theories and research which support healthy and balanced development.
- Each student will be able to understand Obstetrics in order to guide and cooperate with mothers during the prenatal and postnatal periods. They will learn both the essential principles and additional theories and research which support the child from conception to three years.
- Each student will learn about different approaches to nutrition for the child from birth to six years, and the relationship that exists between the adult and child regarding food.
- Each student will understand the role of the mother in the healthy development of the unborn and born child during the prenatal and postnatal period.
- Each student will understand the role of the home environment in the child's learning process from birth to six years.
- Each student will learn the role of the prepared environment (classroom) in the learning process for the child from birth to six years.

- Each student will learn about diverse approaches to pregnancy, birth and postnatal development among other cultures and also between the Montessori educational environment and more traditional childcare settings.
- Each student will be able to describe which needs of the child are satisfied by the family and home environment, and which ones are met by the Montessori educational environment.

MO 639: Child Growth and Development II (3 units)

Content: This course is an analysis of the development of the personality, with emphasis on attachment and separation, individuation, developmental crisis and constitutional types together with brain development, in accordance with new research and the philosophy of the Montessori Method. Particular emphasis is given to children from birth to six years old.

Competency Objectives

- Demonstrate knowledge and understanding of the special psychological and physical characteristics that constitute the personality of the developing human being, especially from birth to six years of age.
- Identify the relationships that foster attachment, separation, and individuation in the child.
- Explore the concepts of developmental crises and constitutional types and apply this knowledge in their work with children from birth to six years.
- Demonstrate basic understanding of current research on brain development and its relation to Montessori theories.
- Study the process of how children develop their personalities.
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the principle of education as an aid to life in relation to the development of personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

MO 640: Creating Healthy, Safe Environments for Infants (3 units)

Content: This course provides students with the skills to design a prepared environment for infants. The student will learn to plan an entire environment, complete with areas for sleeping, eating, working and hygiene, in order to foster health and safety. There will be a strong emphasis on how interpersonal relationships affect the child. Teaching the students methods of guidance without interference, promoting self-help, and eliminating unnecessary aid to the child are primary goals for the course.

Competency Objectives

- Students will demonstrate their knowledge of the preparation of the environment from birth to 5 months and from 5 to 12 months and how environment and interpersonal relationships foster healthy and safe development in children.
- Students will be able to explain Montessori's theory of education as an "aid to life" throughout the social stages of development and identify obstacles to movement, language, freedom and independence in the children's environment.
- Students will gain an understanding of how to prioritize various techniques of parental support and classroom organization and be able to implement them when practice teaching.
- Students will be given the opportunity to prepare an appropriate environment for the different ages in any community. This opportunity will allow them to share with others their knowledge and understanding of how optimum child development can be promoted through a prepared environment.
- Students will be given the opportunity to speak at community centers, or other educational facilities which provide community services, on various topics related to child development, independence, nutrition, or anything else they feel addresses the needs of the particular community.
- Each student will employ culturally sensitive strategies, taking into account the child's family history and cultural background in both classroom matters and interaction with parents.

MO 641: Creating Healthy, Safe Environments for Toddlers (3 units)

Content: This course provides students with the skills to design a prepared environment for toddlers. The student will learn to plan an entire environment, complete with areas for sleeping, eating, working and hygiene, in order to foster health and safety. There will be a strong emphasis on how interpersonal relationships affect the child. Teaching the students methods of guidance without interference, promoting self-help, and eliminating unnecessary aid to the child are primary goals for the course.

Competency Objectives

- Students will demonstrate their knowledge of the preparation of the environment for children from 1-3 years and how environment and interpersonal relationships foster healthy and safe development in children.
- Students will be able to explain Montessori's theory of education as an "aid to life" throughout the social stages of development and identify obstacles to movement, language, freedom and independence in the children's environment.
- Students will gain an understanding of how to prioritize various techniques of parental support and classroom organization and be able to implement them when practice teaching.
- Students will be given the opportunity to prepare an appropriate environment for the different ages in any community. This opportunity will allow them to share with others their knowledge and understanding of how optimum child development can be promoted through a prepared environment.
- Students will be given the opportunity to speak at community centers, or other educational facilities which provide community services, on various topics related to child development, independence, nutrition, or anything else they feel addresses the needs of the particular community.
- Each student will employ culturally sensitive strategies, taking into account the child's family history and cultural background in both classroom matters and interaction with parents.

MO 642: Developmentally Appropriate Practices for Infants (3 units)

Content: This course is a comparative study of the development of the young child as described by Maria Montessori other educational philosophers at the turn of the century, and contemporary philosophers. It examines the child's growth in relation to the family and community. Particular emphasis is given to the development of the child from birth to age six.

Competency Objectives

- Each student will understand Maria Montessori's findings on cognitive, behavioral, and physical development in relation to the child's environment-- and how these principles compare to those of other educators such as Piaget and Dewey.
- Each student will be able to compare Montessori's principles with modern educational thought and practice. The student will also become acquainted with theories and research which support Montessori's original work.
- Each student will learn about a variety of different approaches regarding the adult's role in educating the young child as well as the relationship between the adult and child.
- Each student will understand the role of the home environment in the learning process for the child from birth to one year.
- Each student will learn the difference between a Montessori educational environment, the home environment and other more traditional preschool settings.
- Each student will be able to describe the universal needs of the child that are satisfied by the family and home environment, and what needs are met by the Montessori educational environments.

MO 643: Developmentally Appropriate Practices for Toddlers (3 units)

Content: This course is a comparative study of the development of the young child as described by Maria Montessori other educational philosophers at the turn of the century, and contemporary philosophers. It examines the child's

growth in relation to the family and community. Particular emphasis is given to the development of the child from birth to age six.

Competency Objectives

- Each student will understand Maria Montessori's findings on cognitive, behavioral, and physical development in relation to the child's environment-- and how these principles compare to those of other educators such as Piaget and Dewey.
- Each student will be able to compare Montessori's principles with modern educational thought and practice. The student will also become acquainted with theories and research which support Montessori's original work.
- Each student will learn about a variety of different approaches regarding the adult's role in educating the young child as well as the relationship between the adult and child.
- Each student will understand the role of the infant community environment in the learning process for the child from one to three years.
- Each student will learn the difference between a Montessori educational environment, the home environment and other more traditional preschool settings.
- Each student will be able to describe the universal needs of the child that are satisfied by the family and home environment, and what needs are met by the Montessori educational environments.

MO 644: Working with Parents and Families of Young Children (3 units)

Content: This course researches teacher-student interactions which facilitate growth of functional independence and individual exploration, as well as interactions that would hinder individual and social development. There is a focus on planning techniques, general classroom management, environments conducive to learning, and interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course.

Competency Objectives

- Learn the stages of social development with an emphasis from birth to three years and the effects of the environment during these stages.
- Be able to identify and explain Montessori's theory of education as an "aid to life" throughout the social stages of development as well as obstacles to freedom and independence in the children's environment.
- Learn to implement effective parent education.
- Role-play in a mock parent education session. This will empower them to speak in front of an audience with confidence and authority.
- Each student will employ culturally sensitive strategies, taking into account the child's family history and cultural background in both classroom matters as well as parent.

MO 645: Supervised Field Experience (3 units)

Content: This course researches teacher-student interactions which facilitate growth of functional independence and individual exploration, as well as interactions that would hinder individual and social development. There is a focus on planning techniques, general classroom management, environments conducive to learning, and interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course. Learning is based heavily on observation of children. Each student undertakes a self-assessment of their practice and is also assessed by those responsible for the environment.

Competency Objectives

- Learn the stages of social development with an emphasis from birth to three years and the effects of the environment during these stages.
- Be able to identify and explain Montessori's theory of education as an "aid to life" throughout the social stages of development as well as obstacles to freedom and independence in the children's environment.

- Gain an understanding of how to prioritize various techniques of classroom management.
- Scientifically observe children from birth to three years of age, preferably in an AMI infant community, and record objective observations in a journal.
- Each student will employ culturally sensitive strategies, taking into account the child's family history and cultural background in both classroom matters as well as parent.

MO 645 (a): Supervised Practice with Montessori Material (3 units)

Content: Supervised practice workshops in which the student undertakes, over the course of the study program, to complete the required amount of supervised practical work with the various materials in order to understand both their theoretical and practical applications. Sessions are structured to create a dynamic situation in which students can individually demonstrate how they would practically present activities to the child and then to discuss constructively with the group the effectiveness of that presentation and its essential elements. To relate the practicalities of the materials in respect of the development of the child. Learning is based heavily on observation of children.

Competency Objectives

- Learn the stages of social development with an emphasis from birth to three years and the effects of the environment during these stages.
- Be able to identify and explain Montessori's theory of education as an "aid to life" throughout the social stages of development as well as obstacles to freedom and independence in the children's environment.
- Gain an understanding of how to prioritize various techniques of classroom management.
- Practice teach with children from birth to three years of age, preferably in an AMI infant community, and record objective observations in a journal.
- Each student will employ culturally sensitive strategies, taking into account the child's family history and cultural background in both classroom matters as well as parent.

Primary

MO 635: Perceptual Motor Development (3 credits)

Content: This course will demonstrate visual, tactile, gustatory, olfactory, and auditory aids for children from 3 to 6 years. The course will introduce the student the group of exercises known in Montessori education as Sensorial. These activities are designed to allow the child to classify his sensory impressions. Focus will be given to the child's ability to explore the world intelligently and imaginatively through the use of the senses.

Competency Objectives

- Learn how the Sensorial materials educate the senses and promote clarity of perception by isolating a single quality within each material.
- Understand how these materials enable the child to make sense of his natural surroundings.
- Create developmental visual, tactile and auditory aids for children from three to six years.
- Identify the intended outcomes of working with each material, including coordination and the development of movement and language.
- Explain the characteristics, purposes, and appropriate ages associated with the Sensorial materials.
- Discuss the theory behind each activity and exercise in relation to the development of intelligence.

MO 636: Teaching Strategies and Social Development (3 credits)

Content: This course researches teacher-student interactions which facilitate growth of functional independence and individual exploration, as well as interactions that would hinder individual and social development. There is a focus on planning techniques, general classroom management, environments conducive to learning, and interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course.

Competency Objectives

- Learn the stages of social development with an emphasis from three to six years and the effects of the environment during these stages.
- Be able to identify and explain Montessori's theory of education as an "aid to life" throughout the social stages of development as well as obstacles to freedom and independence in the children's environment.
- Gain an understanding of how to prioritize various techniques of classroom management.

MO 626: Practicum Part 1: Observation (3 credits)

Content: This course will enable students to witness the different stages of child development in action by observing preschool teachers and child care providers in a classroom setting. By observing the child from three to six years the student will begin to understand the needs of the very young child and learn to respond to these needs appropriately. Students will experience observation both as a tool for helping parents and also as a preparation for future teaching.

Competency Objectives:

- Learn to observe actions and behaviors without the interference of emotional reactions or preconceived ideas.
- Express in writing objective observations of children from birth to six years of age—their needs, efforts toward independence, work, and how parents and teachers interact with the children. These written observations will help the students identify key developmental stages and sensitive periods of growth which are experienced by all children of all backgrounds.
- Exercise restraint in determining whether a child's condition requires interference from an adult or whether the child will work through to a solution on his own.

MO 628: Practicum Part 2: Practice Teaching (3 credits)

Content: This course researches teacher-student interactions which facilitate growth of functional independence and individual exploration, as well as interactions that would hinder individual and social development. There is a focus on planning techniques, general classroom management, environments conducive to learning, and interpersonal relationships. Methods of guidance without interference, fostering self-help, and eliminating unnecessary aid to the child are primary goals for the course.

Competency Objectives

- Learn the stages of social development with an emphasis from three to six years and the effects of the environment during these stages.
- Be able to identify and explain Montessori's theory of education as an "aid to life" throughout the social stages of development as well as obstacles to freedom and independence in the children's environment.
- Gain an understanding of how to prioritize various techniques of classroom management.

MO 630: Human Relations and Self Awareness Among Young Children (3 credits)

Content: This course will introduce the student to the group of exercises known in Montessori education as Practical Life. We will explore their function in the development of the child, with particular emphasis on how they promote concentration and prepare the child for later activities. Focus will be on understanding how interest, attention, concentration and independence are fostered by these exercises, in relation to the child's immediate environment as well as the larger society in which he lives. Attention will also be given to activities which invite the child to practice social etiquette.

Competency Objectives

- Be able to identify and explain the characteristics, purposes, and appropriate ages of the Practical Life activities, including the rationale behind each exercise.
- Understand the importance of analyzing the sequence of movements that compose everyday activities.

MO 631: Language Arts/Reading: Curriculum & Instruction (3 credits)

Content: This course will provide students the appropriate skills required to support and enrich a child during their formative years of language acquisition and to gain a deeper understanding of the Montessori theory and philosophy by which the materials and exercises were created. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, story-telling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis

Competency Objectives

- Be introduced to language exercises for the 3-6 year old dealing with communication, writing, pre-reading, reading, and reading comprehension. (1c, 2a, 2b)
- Gain a deeper knowledge of geography and the cultural diversity of peoples and places, and apply this knowledge to the creation of materials and classroom activities. (1c, 2j)
- Identify the purposes and appropriate ages for the Language materials, exercises and extensions, and be able to explain the theory behind each group of exercises. (1a, 1b, 1c)

MO 632: Mathematics and Science Curriculum & Instruction (3 credits)

Content: This course will assist students to comprehend the theory behind basic mathematical principles and the ideology by which the Montessori materials were designed. We will investigate the concept of the *mathematical mind*, as Montessori describes it, and its spontaneous development in human beings from ages 2 ½ - 6. Specifically, we will show by demonstration and lecture the exercises of mathematics and science which give sensorial foundations for

counting, arithmetic, geometry, algebra, and fractions of whole numbers, as well as for biological and physical science experiences appropriate for young children.

Competency Objectives

- Learn all presentations belonging to the group of exercises known in Montessori education as Mathematics, including the following topics: numbers 1-10, decimal system as materialized abstraction, and standard mathematical operations such as addition and multiplication.
- Learn to identify a child's readiness to proceed from one level of work to the next.
- Identify and explain the purposes of mathematics exercises and science activities through supervised practice with the Montessori materials.

MO 633: Creative Activities (Music, Art, Movement & Drama) (3 credits)

Content: This course provides an introduction to supporting the child's absorption of art and later creativity in reference to the visual arts, music, movement, and drama. Students will explore the importance of music for the development of the brain, the importance of movement for self-expression, and the connection between body, mind, and spirit. Students will research, design and demonstrate appropriate materials and activities in each of these areas for children from three to six years. They will learn how to incorporate creative activities into the everyday life of the group in the infant community and primary environment.

Competency Objectives

- Learn how to provide developmentally appropriate music for singing, dancing, listening, and moving for children from three to six years of age.
- Identify the purpose and ages associated with basic creative activities for the Montessori classroom.
- Design materials and presentations for artistic expression which will provide for open-ended experimentation and exploration in order to ignite and facilitate a young child's curiosity.

MO 634: Foundations of the Montessori Method (3 credits)

Content: This course is designed to provide students with insight into the underlying theories guiding Montessori education which will allow them to work with children and their families from birth to six years. Focus will be on understanding child psychology and child development from a Montessori perspective as well as that of new research. There will be an emphasis on early childhood education as candidates learn to understand the physical and psychological characteristics of the developing child, the importance of education from birth, how to establish collaborative parent-professional relationships and development of programs in accordance with the theories of Maria Montessori and the principles of the Montessori method.

Competency Objectives:

- Each student will demonstrate knowledge and understanding of the special psychological and physical characteristics of the developing human being, especially from birth to six years of age.
- Each student will understand the principal of education that starts at birth, as an aid to life, and develop a reference album with the topics related to the Montessori System of Education.
- Each student will demonstrate through classroom observations and practices their understanding of the principles and standards of the Montessori philosophy of education.

Elementary

MO 646: Foundations of the Montessori Method (3 credits)

Content: To provide a survey of the development of elementary children in accordance with the psychological theories of Maria Montessori and to provide an overview of the principles underlying Montessori pedagogy. Particular emphasis is given to children from six to twelve years of age.

Competency Objectives

- To develop an understanding of the role of education as an aid to life.
- To develop an understanding of the special psychological powers of the developing human being, especially from six to twelve years of age.
- To develop an understanding of the personal transformation necessary for adults who have committed to guide their own lives, and/or the lives of children.

MO 649 LANGUAGE CURRICULUM and INSTRUCTION for the ELEMENTARY YEARS (2 credits)

Content: To show by demonstration and lecture the presentations for the development of spoken and written language, as well as important functional aspects of grammar that are appropriate for children from 6 to 12 years of age.

Competency Objectives

- To show the importance of the development of language both spoken and written in the evolution of mankind and in the development of the individual.
- To provide an overview of the development of literacy and spoken language in children aged 6-12 years.
- To introduce exercises for spelling, handwriting, creative writing and grammar.
- To introduce exercises for reading and interpretive reading.

MO 651: Mathematics Curriculum and Instruction for the Elementary Years- Part 1 (3 credits)

Content: To show by demonstration and lecture presentations of arithmetic and geometry which provide the child with understanding of, and proficiency with key ideas in mathematics. Links between arithmetic and geometry are explored, and the importance of the problem solving is stressed. The use of computer is introduced as a support mechanism for the child's exploration of mathematics.

Competency Objectives

- To explore the links between arithmetic, geometry and algebra.
- To provide experience in problem solving using mathematical ideas.
- To introduce the concept of the *mathematical mind* as Dr. Montessori describes it and to examine its spontaneous development in human beings.
- To present materials and activities directed towards internalization of the four arithmetical operations.
- To present materials and activities directed towards a variety of mathematical ideas.
- To present materials and activities directed towards basic concepts in geometry.

MO 657: Mathematics Curriculum and Instruction for the Elementary Years – Part 2 (2 credits)

Content: To show by demonstration and lecture presentations of arithmetic and geometry which provide the child with understanding of, and proficiency with key ideas in, mathematics. Links between arithmetic and geometry are explored, and the importance of the problem solving is stressed. The use of computer is introduced as a support mechanism for the child's exploration of mathematics.

Competency Objectives

- To explore the links between arithmetic, geometry and algebra.
- To provide experience in problem solving using geometrical ideas.
- To present materials and activities directed towards basic concepts in geometry.

MO 652: Physical and Biological Science Curriculum and Instruction for the Elementary Years (2 credits)

Content: This is a two-part course. Part 1 will show by demonstration and lecture the presentations in biology, which are designed to give an understanding of the life on earth. Part II will show by demonstration and lecture the presentations of physical and political geography, which are designed to give an understanding of the interdependencies of the earth and the life upon it.

Competency Objectives

- To introduce the presentations for physical geography.
- To introduce the presentations for political geography.
- To introduce basic concepts of the physical sciences.
- To introduce basic concepts of astronomy.

MO 654: Music/Arts Curriculum and Instruction for the Elementary Years (2 credits)

Content: To show by demonstration and lecture the scope and expression opportunities through art and music appropriate for children between the ages of six to twelve. To show by demonstration and lecture the scope and importance of movement, nutrition, and physical exercise for the development of a healthy mind and body.

Competency Objectives

- To show by demonstration and lecture the scope of expression opportunities in music appropriate to children between the ages of 6 to 12.
- To show by demonstration and lecture the scope of expression opportunities through art appropriate for children between the ages of 6 to 12.
- To show by demonstration and lecture the scope and importance of movement, nutrition and physical exercise for the development of mind and body health of children between the ages of 6 to 12.
- To show by demonstration and lecture the scope of expression opportunities in drama appropriate to children between the ages of 6 to 12.

MO 653: Social Studies Curriculum and Instruction for the Elementary Years (2 credits)

Content: To show by demonstration and lecture the presentations of social studies, which give an understanding of the origins and development of the universe and of the human being's relationships to this development.

Competency Objectives

- To provide an introduction to cosmology.
- To provide an introduction to prehistory.
- To provide an introduction to human history.
- To provide examples of the interconnections between these fields.

MO 648: Laboratory: Using Montessori Materials (2 credits)

Content: To provide the opportunity for the individual student to practice with elementary Montessori developmental and didactic materials, thereby developing skill in handling the materials and in giving presentations, whilst simultaneously working through individual difficulties in technique and understanding.

Competency Objectives

- To develop skill in handling the materials.
- To explore techniques for conveying meaning verbally and non-verbally.
- To explore appropriate sequencing of exercises and skills for elementary children.
- To explore the range of possible explorations inherent in each material.

MO 647 MONTESSORI CLASSROOM METHODS (3 credits)

Content: To communicate the principles of classroom management for 6 to 12 year-old children that is derived from the philosophical and pedagogical ideas of Dr. Montessori.

Competency Objectives

- To introduce the integrated nature of the Montessori elementary curriculum.
- To highlight the interconnectedness of Montessori theory and practice in the Montessori elementary environment.
- To provide guidelines for working with a group of children in a Montessori elementary environment.
- To provide opportunity for students to practice classroom management techniques during a practice teaching experience.

MO 655: Practicum Part 1: Observation (3 credits)

Content: To develop the skill of scientific observation through guided observational exercises and through the observation of young children in a Montessori prepared environment.

Competency Objectives

- To observe and record manifestations of the child's psychological and emotional needs.
- To observe and record work done with developmentally delayed children by experienced teachers.
- To practice the specific skills of classroom observation.
- To encounter each school as a unique social structure.
- To foster positive and constructive communication with administrators, assistants, staff, and parents.
- To observe and record the use of community resources.

MO 656: Practicum Part 2: Practice Teaching (3 credits)

Content: To practice the various professional and personal skills utilized by the Montessori teacher. By working under a qualified Montessori teacher with a group of children, the student may focus on one professional task at a time. Student teachers may discern which facets of their personalities are most effective with young children at this stage of development.

Competency Objectives

- To practice the primary task of a Montessori teacher - To introduce children to a piece of Montessori material at the appropriate time in their development and in such a manner that the children take over and explore the material for themselves.
- To begin to develop an understanding of the limits that may be instituted in order to assist the development of elementary children.
- To begin to develop techniques appropriate for the introduction of limits to elementary children, maximizing their development of self-confidence and self-control.
- To practice observation of children while also being personally active.
- To practice the keeping of clear and simple records.
- To practice caring for the Prepared Environment.

Continuing Education - Inclusive Education

Montessori and Inclusive Education (3 credits)

Content: This course is designed to provide students with insight into the underlying theories guiding Montessori Special Education which will allow them to advocate for children and their families from birth to twelve years. Focus will be on understanding child psychology and child neurodevelopment from a Montessori perspective as well as that of new research on the neurosciences and learning exceptionalities. Particular emphasis is given on early childhood education as candidates learn to understand the physical and psychological characteristics of the developing child, the importance of prevention from birth, how to establish collaborative team relationships with special education professionals, parents and teachers and to develop plans of actions in accordance with the principles of the Montessori Method.

Competency Objectives

- Participants will be able to define inclusion and features of early childhood inclusion.
- Each student will demonstrate knowledge and understanding of the psychological and physical characteristics of the developing human being, especially children with exceptionalities from birth to twelve years of age.
- Each student will review the principal of education that starts at birth, understanding the role of inclusive education as an aid to life, and develop a reference album with the topics related to the Montessori System of Education as it relates to children with exceptionalities.
- Each student will demonstrate understanding of the personal transformation necessary for adults who have committed to be advocates for children with exceptionalities from birth to twelve years.
- Each student will demonstrate through classroom observations and a case study their understanding of the principles and standards of the Montessori philosophy of education as it relates to children with exceptionalities from birth to twelve years.
- Each student will demonstrate the ability to lecture on any of the theory topics.
- Each student will participate in community discussions on the principle of education as an aid to life in relation to children with exceptionalities.
- Each student will employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

Neurodevelopmental Theory (3 credits)

Content: This course is a study of the neurological typical and atypical development of children from birth to twelve years, an analysis of the development of the personality, with emphasis on attachment and separation, individuation, developmental crisis and constitutional types, in accordance with new research and the philosophy of the Montessori Method. Particular emphasis is given to children from birth to twelve years of age.

Competency Objectives

- Demonstrate basic understanding of current research on brain development and its relation to Montessori theories.
- Demonstrate knowledge and understanding of the special psychological and physical characteristics of the typical and atypical neurological development of children and those aspects that constitute the personality of the developing human being, especially from birth to twelve years of age.
- Identify the relationships that foster attachment, separation, and individuation in the child.
- Explore the concepts of developmental crises, sexual and gender identity and constitutional types and apply this knowledge in their advocacy for children with exceptionalities from birth to twelve years of age.
- Study the process of how children develop their personalities and their pathologies..
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the importance of including children with exceptionalities in regular Montessori classrooms as an aid to life in relation to the development and support of the child's personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

Learning Exceptionalities (5 credits)

Content: This course is an in depth study of the characteristics, origins, prevalence and support of mild and moderate learning exceptionalities of children from birth to twelve years and to give the students the elements to advocate for the inclusion of children with differences in Montessori environments from birth to twelve years. To provide to the students the resources to collaborate with special education professionals, with teachers and the parents, with the purpose of supporting the personality of children with exceptionalities.

Competency Objectives

- Demonstrate basic understanding of wide variety of learning exceptionalities.
- Demonstrate knowledge and understanding of the characteristics of children with the following differences: Learning disorders, language and speech disorders, behavioral and emotional disorders, sensory integration and motor development. ADD, ADHD, Autism and Asperger syndrome, characteristics of the typical and atypical neurological development of children and those aspects that constitute the personality of the developing human being, especially from birth to twelve years of age.
- Identify and understand a group of conditions referred as autism, Asperger syndrome, ADD, ADHD, Tourette syndrome and related characteristics, research and prevalence.
- Display knowledge and understanding of the task of the adult in relation to include children with exceptionalities in a Montessori environment.
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the importance of including children with exceptionalities in regular Montessori classrooms as an aid to life in relation to the development and support of the child's personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

Montessori Approach to Diverse Children (3 credits)

Content: This course provides the students with the knowledge to design strategies with a Montessori approach to respond to the special needs of students with exceptionalities from birth to 12 years of age. To accommodate the environment, materials and activities, to assist the children with learning differences following Montessori principles. Investigation and application of assessment tools and instructional design strategies that offer differentiated support to the success of all children. To give the participants the resources to provide objectives referrals to specialist in the different fields of special education, when circumstances and needs of certain children are not met in the environment.

Competency Objectives

- Demonstrate knowledge and understanding of the different resources to respond to the development of children with exceptionalities, especially those aspects that constitute the personality of the developing human being from birth to twelve years of age.
- Display knowledge and understanding of the task of the adult in relation to include children with exceptionalities in a Montessori environment.
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the importance of including children with exceptionalities in regular Montessori classrooms as an aid to life in relation to the development and support of the child's personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

Practicum – Observation and Case Study Project (2 credits)

Content: This course will enable students to identify the differences of children with exceptionalities by observing in different classrooms. By observing and assessing the need of a specific child, the student will develop a plan of action for intervention with the knowledge obtained during the course. Students will experience observation both as a tool for helping the child to reach his full potential and to implement a program to include children with exceptionalities within a classroom.

Competency Objectives

- Learn to observe actions and behaviors without the interference of emotional reactions or preconceived ideas.
- Express in writing objective observations of children with exceptionalities from birth to twelve years of age—their needs, efforts toward independence, work, and how parents and teachers interact with the children. These written observations will help the students identify atypical key developmental stages and learning challenges which are experienced by children with exceptionalities.
- Determine whether a child's condition requires an intervention from the teacher or from a specialist or whether the child will work through to a solution on his own.
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the importance of including children with exceptionalities in regular Montessori classrooms as an aid to life in relation to the development and support of the child's personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

Family and Professional Partnerships (2 credits)

Content: This course is design to provide students with the tools to work in partnership with parents, recognizing that good communications between parents and educational institutions is important to ensure that children with exceptionalities receive additional support that will benefit fully from their education. Students will learn how to involve parents and professional in discussions about their child additional support needs. Students will learn how to prepare an Individual Family Educational Plan for children with exceptionalities.

Competency Objectives

- Demonstrate how to develop good relationships with parents and professionals through the appropriate communication with the expectations that problems and disagreements will be solved at school level.
- Gain a deeper knowledge of the parent rights in relation to the following: receive information about the child additional support needs; to be involved in planning to meet the child educational objectives; receive information or advise about the child support needs; to be informed about any intervention process and to have their views considerate and be involved in decision making.
- Each student will learn how to interact with the parents of the students in a way that includes the parents as equal partners, and understanding that the family has important understandings and information about their child.

Legal Considerations (2 credits)

Content: Students will be provided with the sufficient and necessary knowledge to determine if a child with exceptionalities may qualify for special education services and to ensure that he/she is receiving high quality instructions and additional assistance. During the course the students analyze the application of current law to classroom and school policies and practices. This course highlights the benefits of the pre-referral process, designed to eliminate and outlines its implementation stages. Students will learn the related services and an overview of the benefits they provide to children with disabilities.

Competency Objectives

- Participants will be able to discuss the legal and policy foundations of inclusion
- Learn how to asses children to refer children with exceptionalities to special education services.
- Demonstrate in-depth knowledge identifying children that are entitle for individual educational plan and special services
- Display knowledge and understanding of the current law to classroom and school policies and practices.
- Demonstrate the ability to lecture on any of the topics above.
- Participate in community discussions on the importance of including children with exceptionalities in regular Montessori classrooms as an aid to life in relation to the development and support of the child's personality.
- Employ cultural sensitive strategies when lecturing to parents, teachers and colleagues.

COURSE INFORMATION

Assistants to Infancy | Primary | Elementary | Continuing Education - Inclusive Education

MISD Office hours: 8:00am to 3:30pm, Monday through Friday

Lectures and Demonstrations

Lectures will focus on the philosophy and psychology behind the Montessori Method, as well as its practical application. Although most lectures will be given by MISD staff members, periodic sessions will be held with guest lectures and will be announced ahead of time.

An introduction and detailed demonstrations of Montessori activities will be presented in each area of the corresponding course.

Students are required to observe and record all demonstrated exercises according to the prescribed form, including related materials illustrations as assigned. Students are expected to turn in their typed notes on the lectures and demonstrations, as well as written notes on the recommended readings, for review on specific dates given by the lecturer.

Supervised and Independent Practice

Practice sessions provide the student with hands-on experience using the materials. It is this experience which ultimately enables them to compile original written records of the sequence of each presentation which will serve as a professional reference guide. Each student is required to attend a minimum amount of hours of supervised practice schedule by the Chief Academic Officer. The student will be responsible for making sure that the minimum number of practice hours has been met each week. In order to make optimum use of supervised practice periods, students are encouraged to independently explore each exercise soon after it has been demonstrated to the group, recording questions or difficulties they would like addressed during supervised practice. The minimum hours set by AMI are as follows:

Course	Minimum Hours
Assistants to Infancy	60 hrs.
Primary	140 hrs.
Elementary	140 hrs.
Continuing Education - Inclusive Education	N/A

Required Individual Work (Homework)

Students should expect to dedicate a considerable number of hours on their coursework outside of Institute-scheduled classes and activities. A minimum of 15 hours of work each week are usually needed for preparing albums, writing papers, illustrating exercises, making materials, reading and studying. This time expectation is in addition to the required supervised practice at the Institute.

All compositions and artistic renderings are considered to be individual work and are to be done outside of class hours. Typed or neatly handwritten, illustrated records of each demonstrated activity are to be handed in for correction on specific due dates.

Observations

A minimum amount of observation hours will be scheduled at different Montessori Schools. The minimum hours set by AMI required on each course are as follows:

Assistants to Infancy Course	250 hours
Primary Course	90 hours

Elementary Course	90 hours
Continuing Education: Inclusive Education	30 hours

Students will be required to arrange their transportation to accommodate their visits to these selected schools. Written observation notes and reports are to be handed in after each observation period. Discussions on observations will be periodically arranged and any questions arising during observations must be held until these designated discussion periods. Information on procedures for arrangement and documentation of observations will be provided during the course.

Teaching Practice

Each student will be given the opportunity to do practice teaching in selected approved schools. The student will work full-time at the assigned sites so as to fulfill the required minimum hours of student teaching. Students will coordinate their schedule in order to practice in a classroom directed by a teacher holding an AMI diploma. The following are the minimum hours of Teaching Practice per course level set by AMI

Assistants to Infancy -	30 hours
Primary -	100 hours
Elementary -	120 hours
Continuing Education: Inclusive Education	N/A

Requirements for Entry into Student Teaching

- Students must have attended at least 90% of all theory lectures and material presentations for all subject areas
 - Missed lectures should be made up by using notes from fellow students as a source for the absent student to develop his/her own personal notes.
- Students must meet their observation requirement before they may begin their practice teaching.
- Only students who are deemed to be in “Good Standing” may take part in classroom practice teaching. A student is considered to be in good standing on any given day when the following requirements have been met:
 - 90% attendance at course lectures and required events
 - 90% attendance at supervised practice
 - 90% acceptance of album work as scheduled
 - 90% acceptance of required materials as scheduled

Projects & Assignments

Each student will complete an album of written and illustrated exercises for each of the program areas in accordance to the course level requirements. These exercises must be written out as each student's original work, according to the prescribed format, and must include illustrations of the materials used in selected exercises. Details on work assignments and due dates will be given during the course

In addition, students attending the Primary, Assistants to Infancy or Elementary programs are required to submit:

1. A theory album consisting of lecture notes and colleague's essays
2. Selected materials for each area of the course which will be the student's property
3. A series of essays on theory lectures – *(Students in the Loyola M.Ed. program may be required to submit additional essays and other assignments which will be discussed at the beginning of the year.)*
4. Observation and Practice Teaching summaries and reports

For Continuing Education - Inclusive Education Only:

1. 8-10 page case study paper consisting on a compilation of notes and evaluations taken during the observation session;
2. Brief weekly essays
3. A 15 page final written reflection on the case study.

All projects and assignments are to be handed in for final evaluation as arranged by the Chief Academic Officer. These albums and materials must meet the required standards set by the Chief Academic Officer before the student can be allowed to take the oral examinations.

Due Dates and Deadlines

Students must complete each unit of study in a satisfactory manner before proceeding to the next unit of study. Students are expected to turn in essays, albums, observations journals and hand-made materials on the specific due dates given by the course staff. Late work can only be accepted for review if a student has made special prior arrangements with the Chief Academic Officer. Any work which does not meet acceptable standards will have to be upgraded and resubmitted on the agreed date by the student and the Chief Academic Officer.

Grading Overview

The MISD Teacher Training Courses are graded pass/fail. Although letter grades will not be assigned, students must meet all academic requirements as stipulated by AMI in order to obtain their diploma. If a student turns in work that is below standard, it will be returned to him/her with feedback so revisions can be made and the work resubmitted. Students attending any of the MISD Courses who are also enrolled in a cooperative master's program will receive grades for their Montessori coursework according to the established conventions of their university. The Chief Academic Officer serves as an adjunct professor for the Loyola graduate program.

Grading Criteria: Albums & Papers

- Timely submissions of album work by the due date
- Organization. Logical progression and completeness of ideas
- Accurate reflection of the presentations given in the course in which the student is enrolled. (Presentations vary slightly from year to year and depending on the trainer. Students are expected to submit album work that is based on the current course in which they are enrolled, not any other course from the past or from another trainer.)
- Evidence of understanding the nature of the assignment
- Neatness and legibility. Clear and complete written presentations
- Correct grammar and spelling
- Adequate and accurate illustrations
- Must be the student's ORIGINAL WORK

Grading Criteria: Materials

- Timely submissions of materials by the due date
- Completeness, care, and accuracy of materials
- Execution of material. (dimensions, color, aesthetics, etc.)
- Suitable for classroom use.

Final Written Examinations

A written examination, theory and pedagogy, is given once during the course. Examination questions are provided by AMI. Dates for AMI written examinations will be confirmed when AMI has announced dates for Oral Examinations. Examinations are administered by the training staff of MISD during a two day period. Students will select 4 out of 7 questions offered on each examination. Each question is worth 25 points and a passing grade of 50 points out of 100 is required on each exam.

Students are eligible to take AMI written examinations only if they have fulfilled the 90% attendance requirement for all course components, have had all albums accepted at final check, have successfully completed all other course requirements, have fulfilled all administrative requirements, and have paid required tuition and fees.

The basis for the content of these examinations is to be found in the course record albums. However, students are expected to have read Maria Montessori's books to supplement their knowledge.

Each student writes one (1) three-hour essay examination in Montessori theory (Paper A) and two (2) two-hour essay examinations in Montessori pedagogy (theory as related to practice – Papers B1 & B2).

Students' examination papers are numbered rather than signed by the students in order to ensure an impartial evaluation.

Final Oral Examinations

Each student is required to demonstrate his/her knowledge of each of the components of the course during an oral examination before an examining committee from the Association Montessori Internationale and the Montessori Institute of San Diego. These tests will be held at the end of the course on dates determined by the Executive Board of AMI (headquartered in Amsterdam). A passing grade of 12 ½ points out of 25 points in each of four areas is required to pass the oral examination.

Scoring Criteria:

- Technique when presenting material
- Knowledge of the purpose of the material
- Understanding of how the material relates to other exercises in the area
- Knowledge of the control of error or points of interest for each exercise
- Overall understanding of each area
- Articulation of the connections between different materials and areas
- Understanding of child development

Make-Up Work/Retaking Examinations

Students not satisfactorily completing any portion of the course must make special arrangements for its completion with the Chief Academic Officer. Any assignments not submitted or accepted by the due dates given during the year will be accepted for evaluation by a closing date, up to one month prior to oral exams. (The closing date is the scheduled day for final submission of all work not previously accepted. Closing dates will be announced after the course has commenced). Assignments received after that time will not be guaranteed evaluation before exams and could jeopardize the student's eligibility to graduate in the current year.

If albums have not been accepted as passed by the Closing Date the student may not sit for examinations. When such circumstances occur, the student must complete all requirements for album acceptance, provide these albums for re-check according to the schedule set by the Chief Academic Officer, and arrange to take examinations within 12 months, in the next available course, provided that no less than six months have elapsed since graduation of their class. The cost for each evaluation of an album submitted is \$35.00 per album. The student is responsible for all additional shipping, travel and lodging expenses. An examination fee will also be charged.

Students failing certain portions of the final written or oral examinations may be allowed to retake the part(s) of the examinations the following year at any certified AMI Training Center offering the appropriate level of training. Students may inquire with other training centers about when their examinations take place. *Additional practice with the apparatus, written work and/or attendance at lectures may be required as a prerequisite for retaking the examination(s).*

- **Final examinations may only be taken twice.**
- **There is a \$100 fee for retaking one area of the oral examination.**
- **There is a \$75 fee per day for retaking written examinations.**

Each student will be notified by the Chief Academic Officer regarding the results of the examination. *The decision of the AMI examiners is final.* Students must pass all written and oral examinations in order to be granted the AMI Diploma by the Association Montessori Internationale.

The Diploma

All AMI diplomas state that the holder "has studied the principles and practice of the Montessori method for children" for the ages specified on the diploma and has "passed the written and oral examinations."

By itself, the diploma does not automatically qualify the holder to teach. The country/state/county in which the holder wishes to work may have additional teaching requirements which must be fulfilled. Many states within the United States of America, for example, may have different requirements for teaching certification. Public schools in the United States generally require their teachers to hold public school teaching certification for the grades and State in which the individual plans to teach.

Students of this AMI training course are therefore advised to ascertain the requirements that apply in the area(s) in which they plan to teach. They should make separate provision to obtain the certifications and qualifications required for them to do so.

Students should also note that all AMI diplomas state that the diploma does not qualify the holder of such diploma to train others.

Note that the diploma and transcripts will not be issued unless the diploma has been conferred, all administrative papers are in order, and financial obligations have been met.

Special circumstances may cause students to achieve their goal of obtaining an AMI diploma over a period longer than the opening and end dates of the course for which they enroll. The length of time permitted is subject to regulations set down by the Association Montessori Internationale for award of its diplomas.

Diploma Conferred

All required course components are reviewed as to completion by the Board of Examiners at the time of oral examinations.

After the student has met the standard in the written and the oral examinations, has completed all other required course components, and has met administrative and financial obligations, the student is passed and issued a diploma.

Upon the written request of the student and the payment of a fee, course results will be transferred to an official transcript and issued by the training center. Transcripts are available only for students who have been awarded a diploma and have paid all course tuition and fees as scheduled.

Diploma Withheld

A student's diploma will be withheld if the student has all albums passed and has met the standard in written and oral examinations but has not completed one or more of the other required course components.

The student must complete these outstanding course components within twelve months of the last day of the course (usually but not necessarily the last day of oral examinations). Work must be submitted prior to the *Closing Date* determined by the Chief Academic Officer and provided in writing to the student, in order to complete the evaluation by the deadline.

If all course components are not completed by the Closing Date, the student receives a failed grade. Students who have received such a failed grade, yet who wish to continue studies toward a diploma, must reapply as a new applicant.

Diploma Deferred

If the student completes all course requirements but fails to meet the standard in some portion of the written or the oral examinations, the student will be allowed to take the failed portion in the next course given at the training center, provided at least six months have elapsed from the last day of the oral examinations of the course to the first day of the written or oral examination of the next course.

The date and timing of a repeat written or oral examination is set by the Chief Academic Officer in consultation with the AMI and is determined in part by the need to give the student ample time to study.

The written or oral examination in question may only be taken twice for successful completion of the particular course. The student will receive a *failed* grade if the written or oral examination is not passed the second time. Students who have received such a *failed* grade, yet who wish to continue studies toward a diploma, must reapply as a new applicant.

Students whose diploma has been deferred and who have also not completed one or more other course components are also subject to the guidelines for a student whose diploma has been withheld.

Failed

Students who fail to meet the standard in both written and oral examinations are required to reapply as a new applicant and repeat the entire course, including all course components. In such a case, the student does not have the right to re-sit the written and oral examinations a second time.

University Partnerships / Articulation Agreement

Loyola University, Maryland

Students admitted to the Loyola University Maryland program may take their Montessori coursework at the Montessori Institute of San Diego. Additional course work (9 credits) must be completed in residence at the Loyola campus in Baltimore, Maryland. Loyola has designed a special, intense summer session for Montessori graduate students who are completing their course of study. Graduates receive both the internationally recognized AMI diploma from the Montessori Institute of San Diego and the Masters of Education (M.Ed.) degree from Loyola University. Applicants seeking admission to the program in Montessori Education at Loyola must have completed a bachelor's degree from an accredited college or university. Students apply separately to the Loyola M.Ed. program and should contact Loyola for further details if interested: <http://www.loyola.edu/soe/academics/graduate/montessori>

University of San Diego

MISD has established a partnership with the University of San Diego so that current MISD students, as well as MISD alumni, may count their MISD Assistants to Infancy or Primary training towards the 12 Early Childhood Education (ECE) units required to work in a licensed preschool facility. This is an optional service and the cost is \$900, payable to USD. Registration and payment occurs during the final six months of the AMI training program.

AMI REQUIREMENTS FOR CERTIFICATION

Assistants to Infancy | Primary | Elementary

AMI Requirements for Certification

Admission to the course does not guarantee certification. Basic requirements (hereunder) must be met by each student in all areas of the course. Individual training centres may have additional requirements.

Eligibility

- A. In order to be eligible to sit for the written and oral examinations a minimum attendance of 90% is required in the following:
- Theory lectures;
 - Demonstrations of materials in each area;
 - Discussions/reviews as organised by the training course;
 - The required reading seminars on Montessori books as stipulated by the training course.
 - Attendance at supervised practical sessions

Certification

- B. In order to receive a diploma at the end of the training course the following requirements must be met:
1. A pass mark for written (Papers A & B) and oral examinations
* For Elementary Only: A pass mark for written (Papers A & B/B2) and oral examinations
 2. To complete:

- (i) Compilation and submission of acceptable and original albums in all areas;
- (ii) Compilation and submission of acceptable materials as required by the course;
- (iii) Observation and observation reports;
- (iv) Practice Teaching as scheduled.

Deferral Examination

Students deferred for any part of the examinations (see B1) must retake that part the subsequent year (within 12 months) and may re-sit each examination only once. It will be necessary to comply with the recommendations made by the AMI Board of Examiners. If this necessitates travel to an AMI affiliated training centre other than where you took the course, all expenses involved are for the account of the student, as well as any examination and related fees charged by the host centre.

Failure to Complete Course Work

Students failing to complete any part(s) of the other requirements (see B2) must fulfil that part(s) the subsequent year (within 12 months) in compliance with the recommendations and dates laid down by the Board of Examiners and/or the Chief Academic Officer.

Issue of Diploma

In both cases (B1 and B2, as above) the AMI Diploma will be issued no later than the end of the course/academic year in which the result has been finalised.

Courses Offered Once Only in Current Location

Students deferred who are enrolled at a training centre that is offering a one-time course will be informed by the Chief Academic Officer of the nearest centre where s/he can appear in the examinations the following year (within 12 months). These arrangements will be settled in conjunction with the Chief Academic Officer. All the expenses involved are for the account of the student.

Fail Status

Students who fail Paper A, Paper B and two out of four subjects during the Oral examinations have failed the course. Clarification of this will be given by the Chief Academic Officer. In this case, if a student wishes to obtain an AMI diploma it will be necessary to re-take the entire course.

Academic Honesty

The Centre has an obligation to deal with acts of academic dishonesty. Acts of academic dishonesty which will result in suspension or dismissal from the course are:

- Undisclosed recording of any kind on the premises of the Training Centre.
- Plagiarism in all its forms and facilitating academic dishonesty on the part of another student.

Students caught in acts of academic dishonesty during written examinations will be immediately dismissed from the course and will not be eligible to complete the examination process, resulting in a fail grade recorded for the course.

AMI Requirements for Continuing Education Certification: Inclusive Education

Admission to the course does not guarantee certification. Basic requirements (hereunder) must be met by each student in all areas of the course. Individual training centres may have additional requirements.

Eligibility and Certification

In order to receive a Certificate of Completion at the end of the training course the following requirements must be met:

1. A minimum attendance of 90% is required in the following:
 - Theory lectures;
 - Discussions/reviews as organised by the training course;
 - The required reading seminars on Montessori books as stipulated by the training course'

2. To complete:
 - Compilation and submission of acceptable and original album;
 - 30 hours of Observation and observation reports/evaluations;
 - Case Study
 - Submission of acceptable written papers

Failure to Complete Course Work

Students failing to complete any part(s) of the other requirements must fulfil that part(s) the subsequent year (within 12 months) in compliance with the recommendations and dates laid down by the Chief Academic Officer.

Issue of Certificate of Completion

The AMI Certificate of Completion will be issued no later than the end of the course/academic year in which the result has been finalised.

Academic Honesty

The Centre has an obligation to deal with acts of academic dishonesty. Acts of academic dishonesty which will result in suspension or dismissal from the course are: Plagiarism in all its forms and facilitating academic dishonesty on the part of another student.

Students caught in acts of academic dishonesty during written examinations will be immediately dismissed from the course and will not be eligible to complete the final evaluation process, resulting in a fail grade recorded for the course.

GUIDELINES FOR STUDENT ACHIEVEMENT

The following guidelines are set forth in order to prepare students for the task of guiding children and to bring students' coursework to the level required for the AMI examination. Due to the unique nature of this course and its instruction, its intensity and the importance of continuity, no credit towards completion is granted for previous experience or training.

Attendance

NOTE: Attendance requirements are set by the Association Montessori Internationale. The Chief Academic Officer has no discretion to waive these requirements. Except as noted below for examinations, if the requirement has not been met, the student can, upon making up the deficit attendance, become eligible for the diploma during a subsequently scheduled oral examination period. AMI requires that work and course requirements not completed by the last day of the course must be completed within the next 12 month period following the last day of the course.

Course events

- 100% on-time attendance at course events (orientation, theory lectures, demonstrations of materials in each area, discussions, reviews, question sessions for written examinations, material making, group projects, Going-Out, care of prepared environment) is expected.

Attendance is taken by a staff member. Three 30 minute late arrivals will be recorded as one day absence.

- 90% minimum attendance at course events and for all course components is required in order to take the AMI written and oral examinations. Percentage is calculated on the basis of actual hours of the events and course components in the current course.

If this requirement is not met, the student can, upon making up the deficit attendance and the passage of a six-month minimum, sit for the examinations in a subsequent course. There is a maximum of 12 months within which to take the examinations.

Supervised practice

- 100% on-time attendance at scheduled supervised practice sessions is required. Completion of the minimum hours set by AMI has to be met in order for the student to sit for written and oral examinations. Sign-in/out is required for all supervised practice sessions.

Observations

- Completion of the minimum hours set by AMI has to be met in order for the student to sit for written and oral examinations.
A timed record sheet signed by the cooperating teacher (parent or care giver while observing babies if enrolled in the Assistants to Infancy program) is required.

Practice teaching

- Completion of the minimum hours set by AMI in a class directed by an AMI trained teacher has to be met in order for the student to sit for written and oral examinations.

A timed record sheet and a complete teacher evaluation form signed by the cooperating teacher is required

In the event of extended absence due to incapacitation of the student or medical reasons, each individual case will be reviewed by the Chief Academic Officer. Students must arrange with individual instructors to make up work missed due to excused absence.

**The institution considers an acceptable excused absence as Per California Educational Code Section 48205. Such

absences will still impact the student's attendance percentage.

Students will be evaluated at least once during the course. Students will receive a summary of the status of their attendance and work. Each student will sign the summary and the summary will be kept in the student's file. If the student is failing to maintain at least 90 percent attendance, the signature affirms his/her recognition that they are below the standards, and possibly will be unable to finish the course with their cohort group.

Any student not in compliance with the minimum attendance will also be the subject of Disciplinary Action as described in the Disciplinary Action Levels and Procedures section of this Handbook.

Students failing to maintain at least 90 percent attendance will be notified by the Chief Academic Officer. If attendance fails to improve, the students will be subject of Disciplinary Action, as described in the Disciplinary Action Levels and Procedures section of this Handbook.

Quality of Work

College-level work is expected. All papers must be written in clear English, with correct spelling and grammar. Papers must be organized with headings and subheadings. Periodic evaluations of the theoretical and practical work of the students will be made by the course staff throughout the year. Any student not performing at the standards expected will be expected to correct/complete their work within a determined length of time. A student who is unable to bring work up to standard may be asked to withdraw from the course.

Commitment of Time

Since it will be to your advantage, it is suggested you keep your outside activities and part-time work to a minimum. The greater commitment you can make to the work of the course the better you will be able to prepare yourself for the AMI examinations, and for the work that you will carry out in the future. Characteristics of behavior and qualities of personality will be taken into account and related observations will be discussed with you throughout the year.

Examination and Results

Association Montessori Internationale standards and goals for teacher trainees are set very high, and albums compiled by the trainee will be critically evaluated by the AMI examiners. A student failing in any one section of the written or oral exams must repeat that part of the examination in the following year. A student who has failed both the oral and written exams will not be allowed to retake exams as part of the same course. If a diploma is still desired, the student will be required to repeat the course in its entirety with full payment.

Extension and Re-enrollment Policy for Students Terminated Due to Absence or Incomplete Work. A student who has withdrawn or been terminated from the course, or has taken a leave of absence in order to complete work (extension), may re-enroll to continue the course for lectures missed during the time he/she did not have sufficient attendance, to receive special tutoring by a trained staff member, or to attend selected units or lectures during the subsequent course, up to one year later. An additional fee will be charged. Re-enrollment is at the discretion of the course Chief Academic Officer. Students requesting extension must write to the Chief Academic Officer no later than two months prior to the end of the course, detailing the reasons for non-compliance and a proposal for completion. This request must be approved by AMI

Leave of Absence Request Procedure

If a student needs to leave in the middle of the program due to unexpected life changes, he may request a Leave of Absence, procedure as follows:

- Notify your trainer and Student Services Coordinator via email of intent to leave and reason for leaving.
- Fill out the MISD Leave of Absence Form and return it to the Student Services Coordinator by email, copying your trainer.
- Note: Students who are behind in their tuition payments are not eligible for a Leave of Absence. You must return to the same AMI program at MISD (any format) within one year, at a date determined by MISD. In general, you will return at the point in the program when you left. If you do not return on the date determined by MISD when the leave was granted you will be dismissed from the program.

BEHAVIOR AND ATTITUDES

General Attitudes

A professional and positive attitude must be maintained at **all** times. This is in fairness to yourself, the children, your colleagues and the MISD staff with who you will be in contact during the school year. Students must maintain a professional demeanor at all times when they are guests at a school for observation and teaching practice.

Ethical Conduct

The Montessori Institute affirms the dignity and worth of every person and values the contribution each makes to the learning community. In order for a productive work environment to exist, verbal or physical conduct by any staff member and/or student which harasses, disrupts or interferes with another's work performance, or which creates an intimidating, offensive or hostile environment, will not be permitted. **Mutual respect of individuals is expected at all times. Bullying, teasing or any type of malicious gossip is completely unacceptable.** All staff and students are expected to be conscious of their personal conduct and how it reflects on the integrity of the Montessori Institute. *Discipline of these policies is fair and consistent.*

Punctuality

Punctuality is a virtue of primary importance for all teaching professionals. Students are expected to be in their places at the beginning of each lecture/presentation. It is therefore recommended that students plan to arrive at least 10 minutes before the official class time. Latecomers are a disruption to the class and to the lecturer. To avoid being a distraction to the class, latecomers are asked to sit near the door until the next break. Students are marked for tardiness when arriving 30 minutes after the lecture started, and 3 late arrivals are counted as one absence. A student who must leave early for an essential appointment must ask permission of the lecturer or staff person in charge.

Manner of Dress

You are required to dress in a professional manner, both at the Institute and at all visited schools during observation and practice teaching periods. Each student will take personal responsibility for maintaining an appropriate appearance and manner. "Hoodies" (sweatshirts with hoods) and shorts are not acceptable.

Respect for Lecturers

The information that students will be receiving during the course lectures is vital to their understanding of the Montessori philosophy and method of education. Therefore, the Montessori Institute of San Diego requires the full attention of all students during any lecture, discussion or presentation of material. Any side conversations, whispering, internet browsing, social networking, texting or any other distracting behavior while a speaker is presenting is considered extremely disrespectful and will not be tolerated.

Cell Phones

Cellular phones will not be permitted in the lecture room or model classroom **at any time**. Students will have breaks throughout the day during which they may check phones and make calls/texts.

Eating and Drinking

Please note that there will be absolutely no eating or drinking within the lecture room or model classroom (a small water bottle with a secure lid is the **only** exception). Any food items, including coffee and snacks, will need to be kept in the student kitchen at all times.

Smoking, Drugs and Alcohol

Drugs and intoxicating beverages are completely forbidden and will not be allowed under any circumstances while attending the Montessori Institute of San Diego. This also applies to any center activity. The only exception to this rule is drugs taken under medical prescription. Furthermore, any prescribed drugs must be kept out of reach of children attending classes. No smoking is allowed on the school premises.

Dismissal

At the discretion of the Director, a student may be dismissed from school for behavior which creates a safety hazard to other persons at school, disobedient or disrespectful behavior to a student or faculty member, or any other stated or determined infraction of conduct. See "Disciplinary Action Levels and Procedures".

DISCIPLINARY ACTION LEVELS AND PROCEDURES

1. Alert Status

This disciplinary action level is composed of two parts:

- i. The Chief Academic Officer schedules a meeting with the student. Another member of MISD faculty or administrative staff will also be present at the meeting. The Chief Academic Officer will provide a statement of the issue and clearly identify the change/s in behavior/work standard that are required for alert status to be removed.
- ii. After consultation with the student, the Chief Academic Officer will provide a plan designed to enable the student to accomplish the required changes to behavior/work standards. The plan will include clearly defined goals, strategies and deadlines as are necessary for the matter under consideration. (There is little growth without clear goals and accountability.) There is no financial compensation for such effort.

Removal of alert status requires strict adherence to the provisions of the plan provided to the student, and successful implementation of the plan, on schedule.

When the behavior/work habits are corrected within the time frame specified, then the alert status is removed.

If the behavioral/work habit goals are not achieved, meaning that the student does not adhere to all provisions of the plan, alert status is changed to *probation*, which is the next level involved in attempting to resolve the problem.

2. Probation Status

Probationary status may be imposed for matters of academic progress or for matters related to infraction/s of MISD policies, codes and procedures. Academic Progress is evaluated at the end of each course. Shall a student receive an incomplete in a course he/she will be placed on probation. The incomplete must be cleared within one year of being placed on probation to be removed from probation and eligible for graduation. Shall a student not clear an incomplete within one year he/she will be withdrawn from the program.

The Chief Academic Officer shall decide the appropriate conditions for the probationary period. As with the alert process, an appropriate remedial plan will be developed. Deadlines will include a date at which progress will be assessed. At this time, should it be determined by the Chief Academic Officer that the student is successfully implementing the plan, probationary status will be removed.

Removal of probationary status requires strict adherence to the provisions of the plan provided to the student, and successful implementation of the plan, on schedule.

If the probationary plan is not followed and the behavior remains unchanged probation status moves to suspension or dismissal status.

Suspension and Dismissal Status

A student is suspended or dismissed when the student fails to meet provisions of the probation status plan provided by the Chief Academic Officer. Disciplinary action will take one of the following forms, at the discretion of the Chief Academic Officer:

i. Suspension

This action involves being refused admittance to MISD and practice teaching sites for up to five (5) consecutive days. It is hoped that during such a time period the offending individual will have time to reflect on her/his behavior and or work habits, and respond in a manner that remedies the situation.

ii. **Dismissal**

This action results in termination of all studies at MISD. The student is permanently dismissed from studies, and is not permitted to return to MISD.

GRIEVANCE PROCEDURE

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the grievant. An informal meeting may reach a resolution to solve the problem. An informal request for a meeting to resolve the problem must be filed, and a meeting must be held, before a grievance can be filed formally. If no decision is reached, or if an appeal is requested, the following procedure must be followed:

A **formal hearing** will require an appeal letter to the Chief Academic Officer, giving a factual statement or evaluation of a problematic area. The letter must specifically name the person or persons to whom the grievance is directed, and the procedures, rules or regulations which are the basis for the grievance.

A **response** from the Chief Academic Officer must be forthcoming by personal delivery or Certified Mail within 10 days. The response must name the place, date, time and individuals who may be present. The hearing must be held within 30 days. One member of the advisory board or the designee of the advisory board shall be a member of the hearing board. The Director or a designee shall also be a member of the hearing board. The Chief Academic Officer or a designee shall be present, along with any witness whose testimony is to be considered.

The **formal hearing** will be governed by procedures set by the advisory board and administered by the Chief Academic Officer or a designee. Robert's Rules of Order will be used. Each meeting will be taped to provide a record of the hearing and the tape will be kept in the office of the Chief Academic Officer until 30 days following the completion of the appeal process.

If the decision reached at the formal hearing is not acceptable to the grievant, the grievant shall file a written request for appeal with the Chief Academic Officer within 10 days and request that all materials then be sent to the governing board for a final decision. A final decision will be reached within 30 days.

If, for any reason, the preceding process is not followed by the grievant, the grievance will be considered void, the case will be closed, and all information will be sent to the governing board for filing.

The Chief Academic Officer and staff of the Montessori Institute of San Diego will give all possible assistance to all students enrolled in the course.

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

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

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.

FINANCIAL INFORMATION

COURSE FEES AND PAYMENT SCHEDULE

Assistants to Infancy | Primary | Elementary | Inclusive Education

MISD offers a discount to the application fee for those applicants that apply within certain time periods advertised on the MISD website and for those who participate in Webinars, which are also advertised on the website when offered.

Assistants to Infancy: Course Fees and Payment Schedule

The total charges for a period of attendance (*period of attendance = the whole program*) and the estimated schedule of total charges for the entire program are the same amount. See below.

Course Fees

\$125 - Application fee to be submitted with application (*non-refundable*)

\$500 – International Student Fee, if applicable (*\$125 is non-refundable*)

\$0 – Student Tuition Recovery Fund

- 1) \$1,000.00 Deposit, due upon acceptance & contributes toward total tuition
- 2) \$10,150.00 Remaining tuition balance

Total tuition: \$11,150 Paid through either **Plan A, B or C*** as described below

Plan A:	One Payment
Plan B :	Two Semester Payments
Plan C:	Monthly Payments

*See payment plans for details.

Other Expenses payable to a third party:

- Books: approximately \$200
- AMI Membership Fee: \$75-\$95 annually
- Materials (to be retained as your personal property for your future work): \$100-\$1,500, depending on program
- Student supplies (binders, paper, etc.): approximately \$100
- CPR certification (optional): approximately \$50
- Transportation: \$0-\$5,000 (long distance travel for observation and practice teaching is optional)

*An AMI membership is a required purchase for students who do not already hold an AMI membership *valid through the duration of the course*. Annual fees are approximately \$75 for U.S. residents and can be purchased from the AMI-USA website: <http://amiusa.org/members>

Primary: Course Fees and Payment Schedule

The total charges for a period of attendance and the estimated schedule of total charges for the entire program are the same amount. See below.

Course Fees

\$125 - Application fee to be submitted with application (*non-refundable*)

\$500 – International Student Fee, if applicable (*\$125 is non-refundable*)

\$0 – Student Tuition Recovery Fund

- 1) \$1,000.00 Deposit, due upon acceptance & contributes toward total tuition
- 2) \$10,950.00 Remaining tuition balance

Total tuition: \$11,950.00 Paid through either ***Plan A, B or C**** as described below

Plan A:	One Payment
Plan B:	Two Semester Payments
Plan C:	Monthly Payments

*See payment plans for details.

Other Expenses payable to a third party:

- Books: approximately \$200
- AMI Membership Fee: \$75-\$95 annually
- Materials (to be retained as your personal property for your future work): \$100-\$1,500, depending on program
- Student supplies (binders, paper, etc.): approximately \$100
- CPR certification (optional): approximately \$50
- Transportation: \$0-\$5,000 (long distance travel for observation and practice teaching is optional)

*An AMI membership is a required purchase for students who do not already hold an AMI membership *valid through the duration of the course*. Annual fees are approximately \$75 for U.S. residents and can be purchased from the AMI-USA website: <http://amiusa.org/members>

Elementary: Course Fees and Payment Schedule

The total charges for a period of attendance and the estimated schedule of total charges for the entire program are the same amount. See below.

Course Fees

\$125 - Application fee to be submitted with application (*non-refundable*)

\$500 – International Student Fee, if applicable (*\$125 is non-refundable*)

\$0 – Student Tuition Recovery Fund

- 1) \$1,000.00 Deposit, due upon acceptance & contributes toward total tuition
- 2) \$14,850.00 Remaining tuition balance

Total tuition: \$15,850.00 Paid through either ***Plan A, B or C**** as described below

Plan A:	One Payment
Plan B :	Three Semester Payments
Plan C:	Monthly Payments

*See payment plans for details.

Other Expenses

- Books: approximately \$200
- AMI Membership Fee: \$75-\$95 annually
- Materials (to be retained as your personal property for your future work): \$100-\$1,500, depending on program
- Student supplies (binders, paper, etc.): approximately \$100
- CPR certification (optional): approximately \$50
- Transportation: \$0-\$5,000 (long distance travel for observation and practice teaching is optional)

*An AMI membership is a required purchase for students who do not already hold an AMI membership *valid through the duration of the course*. Annual fees are approximately \$75 for U.S. residents and can be purchased from the AMI-USA website: <http://amiusa.org/members>

Continuing Education - Inclusive Education: Course Fees and Payment Schedule

The total charges for a period of attendance and the estimated schedule of total charges for the entire program are the same amount. See below.

Course Fees

\$125 - Application fee to be submitted with application (*non-refundable*)

\$500 – International Student Fee, if applicable (*\$125 is non-refundable*)

\$0 – Student Tuition Recovery Fund

- 1) \$1,000.00 Deposit, due upon acceptance & contributes toward total tuition
- 2) \$ 7,750 _____ Remaining tuition balance

Total tuition: \$ 8,750 _____ Paid through either **Plan A, B or C*** as described below

Plan A:	One Payment
Plan B :	Two Semester Payments
Plan C:	Monthly Payments

*See payment plans for details.

Other Expenses payable to a third party:

- Books: approximately \$200
- AMI Membership Fee: \$75-\$95 annually
- Materials (to be retained as your personal property for your future work): \$100-\$1,500, depending on program
- Student supplies (binders, paper, etc.): approximately \$100
- CPR certification (optional): approximately \$50
- Transportation: \$0-\$5,000 (long distance travel for observation and practice teaching is optional)

*An AMI membership is a required purchase for students who do not already hold an AMI membership *valid through the duration of the course*. Annual fees are approximately \$75 for U.S. residents and can be purchased from the AMI-USA website: <http://amiusa.org/members>

FEES BEYOND ORIGINAL GRADUATION DATE

In the event that the student does not complete all requirements for the AMI diploma by the deadlines established for the course attended, fees are assessed as follows for completion of such requirements. Fees must be paid before scheduling or before review of the student's work. The student is responsible for all necessary travel and postage for return mail.

• Albums – Final Check only* <u>Per Album</u>	\$35
• Practice teaching supervisory visit**	\$325
• Written exam, music (Elementary level only)	\$25
• Oral exam, music (Elementary level only)	\$50
• AMI written examinations, theory (1 day)	\$75
• AMI written examinations, subjects (2 days)	\$150
• AMI oral examinations, each subject area***	\$100

If the student has to retake a portion of the program, he/she must pay the proportional tuition at the time the lessons are taken, calculated in clock hours.

*Album pages that need to be read after the course is completed because they have never been previously evaluated are read for \$.25 per page or partial page. If a student requests a second review of an album or portions of an album page by page, after the course is completed, the fee will be \$.25 per page or partial page. The fee for final check is also assessed.

**The fee is assessed based on a visiting supervisor from the locality. In the event that a supervisor needs to travel beyond 50 miles one-way, the student pays either for the supervisor's airfare and associated local travel, or for mileage beyond 50 miles at the IRS-approved mileage rate.

***In the event that oral examinations are not held at MISD in the year following completion of the course, the student will be required to make arrangements and bear all expenses for traveling to a center where examinations are being held and for completing the exams there by the date specified by the Director of Elementary Training, according to AMI policies and procedures. There may be additional fees assessed by the training center where the exams are held.

FINANCIAL AID

Financial Aid

The Montessori Institute of San Diego does not participate in any federal or state financial aid programs. However, students who take the Loyola M.Ed. program concurrently are eligible to receive federal loans *through Loyola* which can cover both the AMI training at MISD and also the M.Ed. through Loyola University Maryland. Students receiving federal aid through Loyola are issued checks from Loyola and pay MISD tuition as any other student would.

The following programs are available for grants or to pay for portions of tuition:

- [MES Fund](#)- deadline is generally 5/1 of the year your coursework begins, see AMI USA website for details
- [MISD Financial Aid](#) – deadline is 3/21 of the year your coursework begins
- [School Sponsorship](#) – School sponsorship is the process by which a Montessori school agrees to pay all or a portion of a student's tuition in exchange for the student's commitment to work at the school for a certain time period following training. The agreement is between the sponsoring school and the student.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

STUDENT RECORDS AND JOB OPPORTUNITIES

Student Records

The institution shall maintain current records for a period of no less than five years. Transcripts are maintained indefinitely.

Job Opportunities

The Institute receives many job offerings and this information is made available to the trainees. These opportunities are posted in the Jobs Marketplace page on our website, www.misdami.org. Job placement information is also available through communication with the international Montessori community, addresses of which are also made available to the trainees. It should be noted that AMI Montessori certified personnel continue to be in great demand worldwide. The demand always surpasses the availability of teachers. *No specific job placement assistance is offered through the Institute, nor are employment, salary, or occupational advancement guaranteed.*

STUDENT TUITION RECOVERY FUND

MISD will pay on your behalf the state-imposed fee for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF fee, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program; and
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending schools approved by, or registered to offer Short-term Career Training with, the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF fee and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

REFUND POLICY

STUDENT'S RIGHT TO CANCEL

1. Students have the right to cancel their agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: 8745 La Jolla Scenic Drive North, La Jolla, CA 92037. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled, the school will refund the student any money he/she paid, less the application fee and a portion of the International Student Fee, not to exceed \$250.00, if charged, within 45 days after the notice of cancellation is received.

WITHDRAWAL FROM THE PROGRAM

Students may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current payment period in their program through the last day of attendance. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student may be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of hours scheduled to attend, prior to withdrawal.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

POLICIES ON CELL PHONES, VIDEOTAPING/AUDIOTAPING, AND PARKING

The following policies have been established for the overall benefit of our learning community this year, and in order to comply with AMI guidelines.

Cell Phones & Videotaping / Audiotaping

Cell phones are not permitted inside the lecture room or model classroom environments at any time, unless explicit permission is given by the instructor. You may leave your cell phone in the wall cubby and use it freely in other parts of the MISD campus during breaks and lunch periods, or before and after class. If you have an extreme emergency and need to use your cell phone during class, you may leave the classroom to do so.

Students are not permitted to videotape or audiotape their instructors in the classroom environments. Feel free to take videos of social aspects of the MISD experience, like lunches or extracurricular activities. We do want you to thoroughly enjoy your time here and to have memories to take with you back home!

- **1st Infraction:** Student will receive a verbal and written warning.
- **2nd Infraction:** Student will be excused from campus for the day.
- **3rd Infraction:** Conference with MISD administration and possible dismissal from program.

Parking

Students are not permitted to park in the MISD parking lot (the lot directly in front of our building) at any time. Please use the large Congregation Beth El parking lot, which is located just down the driveway from our building. You may also park on La Jolla Scenic Drive.

- **1st Infraction:** Student will receive a verbal and written warning.
- **2nd Infraction:** Student's car will be towed.

If you have any questions about these policies, feel free to contact the MISD office at (858) 535-0500 x101. Thank you for your cooperation.