

MONTESSORI
WESTERN
TEACHER
TRAINING
PROGRAM

TEACHER EDUCATION AFFILIATE
AMERICAN MONTESSORI SOCIETY

MACTE ACCREDITED

EARLY CHILDHOOD LEVEL (2½ - 6)
CATALOG NUMBER 33

JUNE 2016 – JUNE 2017

CATHY SMYTHE, DIRECTOR
GEOFFREY TURNER, OWNER
714-897-3833

SCHOOL LOCATION: 5856 BELGRAVE
GARDEN GROVE, CA 92845
FAX: 714-892-8595

MWTTP EARLY CHILDHOOD CATALOG

DISCLOSURE STATEMENT

Montessori Western Teacher Training Program, 5856 Belgrave Avenue, Garden Grove, CA 92845, was first granted final course approval from the California Bureau for Private Postsecondary and Vocational Education (BPPVE) under the provisions of Title 3, Division 10, Part 59, Chapter 7 of the Education Code. In 2009 the Bureau was reorganized to become the Bureau for Private Postsecondary Education (BPPE). Final course approval means that the Bureau has determined that the school and its operation comply with standards established under law for private postsecondary educational institutions. Approved is Montessori Early Childhood Teacher Training – (min.) 1260 total clock hours (320 summer session, [min.] 940 practicum).

Summer/academic and seminar instruction is in residence with class size limited to 35 students per class. Students who satisfactorily complete all course requirements are recommended by the program for the American Montessori Society Early Childhood (or Early Childhood Associate) Credential. Although there is no occupational licensing at this time, 12 units of preparation or approved equivalent are required; students may obtain complete information from the California Department of Social Services.

As part of the enrollment procedure, prospective enrollees are required to visit the physical facilities of the school to discuss personal educational and occupational plans with the program director or other staff member prior to enrolling (See Admission Procedure, p. 13).

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the program director, Cathy Smythe. Unresolved complaints may be directed in writing to the Arbitration Committee of the AMS Teacher Education Committee, 116 East 16th St, New York, NY 10003, 212-358-1250.

Students interested in receiving information on tuition and fees at other MACTE-accredited institutions within the state of California may obtain this information from the MACTE Commission at (434)202-7793.

All information in the content of this school catalog is current and correct and is so certified by Cathy Smythe, Director.

NOTICE OF NONDISCRIMINATORY POLICY

Montessori Western Teacher Training Program admits students of any race, color, national and ethnic origin to all the rights, privileges, and activities generally accorded or made available to its students. It does not discriminate on the basis of sex, race, color, national, or ethnic origin in administration of its educational, admissions, or personnel policies.

STATE OF CALIFORNIA STUDENT TUITION RECOVERY FUND

The Student Tuition Recovery Fund (STRF) was established by the legislature to protect any California resident who attends a private postsecondary institution from losing money if tuition is prepaid and a financial loss is suffered as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, you must: be a “California resident” and reside in California at the time the enrollment agreement is signed. A student who is temporarily residing in California for the sole purpose of pursuing an education, specifically one who holds a student visa, is not considered a “California resident.”

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have 4 years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within 2 years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF, or complaints/unanswered questions regarding this institution may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Sacramento, CA 95833, and Telephone: (888) 370-7589 or (916) 431-6959.

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

*As a prospective student of MWTTP 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 (MWTTP Performance Fact Sheets are posted at www.montessoriwstraining.com .)

MWTTP TABLE OF CONTENTS

Disclosure Statement	Inside Front Cover
Overview of the Early Childhood Course	
Mission: Goals and Philosophy	1
Program Approvals and Credentials	2
College Credit/Transferability of MWTTP Credits	2
Space, Facilities, and Equipment	2
Summer Housing	2
Administration	3
Instructional Staff	3
Coursework and Requirements/Calendar	4
About Lesson Plans and Handbooks	5
Textbooks and Resources	6
Selection of the Practicum Site	6
AMS Standards for Practicum Site	6
Competencies for the Montessori Early Childhood Teacher Candidate	8
The Montessori Early Childhood Setting	9
Job Descriptions	10
MWTTP Policies and Procedures	13
Admission/Transfer of Credits	13
Advertising and Publicity	14
Attendance	14
Absence	
Tardiness	
Monitoring of Student Progress	
Interruption for Unsatisfactory Attendance	
Make-up Work	
Leave of Absence	
Career Opportunities, Placement Assistance	14
Cancellation	15
Conduct	15
Dismissal	16
Enrollment	16
Capacity	
Acceptance of Applications	
Intensive Education Format	
Continuation of Enrollment	
Finances	17
Fees	17
Non-Standard Practicum	17
Schedule of Payment	17
Student Tuition Recovery Fund (STRF)	17
Financial Aid	18
Refund	18

MWTPP EARLY CHILDHOOD CATALOG

Grading System, Progress Reports	19
Summer Phase	
Practicum Period	
Final Evaluation	
Suspension	
Re-enrollment	
Grievances	19
Monitoring Compliance	20
Nondiscrimination	20
Student Services	20
Personnel	21
Records	21
Code of Rights and Responsibilities	23

An Overview of the Early Childhood Course

Montessori Western Teacher Training Program offers a unique, process-oriented approach to early childhood teacher preparation, with an overall emphasis on student responsibility for self-directed learning, communication, and the dynamics of human relationships. The Early Childhood Course prepares the teacher candidate to conduct classes for young children between the ages of 2½ – 6 and to serve as director of a preschool, daycare center, or other child development facility enrolling children in this age range. This year-long program (June 27, 2016—June 30-2017) has two parts: the *summer/academic phase*—an intensive 8-week session (320 hours), followed by a two-semester *practicum phase* (940 hours, minimum), which includes supervised student teaching in an approved site, field observation, seminar sessions, and supervised directed study projects.

Contingent upon licensure from the California Bureau for Private Postsecondary Education, MWTTP course work is accepted by the California Department of Social Services as an alternative preparation for the required units of postsecondary education required to qualify preschool teachers and directors in the state. Thus the Early Childhood course serves as a portal of entry for high school and college graduates who intend to seek employment as preschool teachers/directors in California. Teachers from other public or private schools who hope to apply Montessori principles to their own teaching situations may be enrolled for just the summer phase of the course, without student teaching and without AMS certification.

MISSION

The following statements of philosophy and goals together constitute our mission; the goals say what we intend to do and the philosophy describes our approach to doing it.

Goals

This list includes the intents and purposes of the program with regard to the general content of the course work, the approach to training, results with students, involvement with the professional community, and influence upon American educational practices:

- to provide a related group of varied educational experiences that are congruent, on an adult level, with the child's experience and growth in a Montessori setting;
- to convey clearly a conception of the Montessori method as an open-ended system designed to foster autonomy;
- to facilitate the development of personal communication skills within a framework for understanding the dynamics of human relationships;
- to communicate an accurate and effectively organized picture of contemporary knowledge about the sequence of human development from birth through the elementary years and its relation to the Montessori system;
- to encourage, support, and provide opportunity for methodological and professional competence in the teacher;
- to serve as a consultation resource for early childhood programs in public and private schools;
- to support ongoing professional education for Montessori teachers;
- to support and encourage membership in the American Montessori Society by both schools and teachers as a means of supporting and promoting the sharing of Montessori ideas as an influence on the education of all children.

Philosophy

MWTTP operates on the basis of a philosophy developed out of the writings of Maria Montessori, Carl Rogers, Arthur Janov, and Jean Piaget. The following statements reflect both this background and the staff's continuing study and experience of participation in the educational lives of both adults and children:

- Learning is part of the process of living.
- Each person is responsible for her/his own learning.
- To learn, one must participate!
- Montessori teacher preparation provides a context in which to study both child and self.
- Relationships with others in the learning environment must provide a basis for acceptance and mutual support to create a safe space for knowing and being.
- Clear objectives and organization of material and environment facilitate the tasks of both teacher and learner.
- Educational methods which encourage active student participation in the instructional process result in more complete and effective learning.
- Evaluation is an integral part of learning activity; it provides an ongoing clarification of responsibility and facilitates expansion of personal goals.
- Effective assistance for the child depends on the establishment of a helping partnership between educator and parent.

PROGRAM APPROVALS AND CREDENTIALS

The MWTPP Early Childhood Course is approved by the California Department of Social Services as an acceptable alternative to its 12-unit educational requirement for preschool teachers. Course graduates also meet the academic requirements for preschool directors.

MACTE, the Montessori Accreditation Council for Teacher Education (formerly the Accreditation Council for Childhood Education Specialist Schools) was established in 1991 as a private, non-governmental organization to advocate high professional standards in preparation of the Montessori teacher and establish criteria of program excellence and to evaluate and accredit Montessori teacher education courses. In July of 1995, MACTE achieved full status recognition from the U.S. Department of Education. The agency accredits many Montessori teacher preparation courses, including the Montessori Western Teacher Training Program Early Childhood course.

The American Montessori Society granted initial approval for affiliation to the MWTPP Early Childhood course in its first year of operation (1974). AMS issues Montessori teaching credentials to graduates of the course as follows:

- The AMS Early Childhood Credential, for candidates who enter the program with a bachelor's degree from an accredited institution;
- The AMS International Early Childhood Credential, for candidates who enter the program with a bachelor's degree from an international institution; and
- The AMS Associate Early Childhood Credential, for undergraduate candidates with verified completion of the high school level. The full Early Childhood credential will be issued by AMS when the holder of a valid Associate Credential verifies completion of a bachelor's degree from an accredited institution.

COLLEGE CREDIT

MWTPP is licensed by the California Bureau for Private Postsecondary Education (BPPE) and has full status recognition from the Montessori Accreditation Council for Teacher Education (MACTE Commission. As a federally accredited private postsecondary institution we offer units of credit for clock hours completed.

Because the Montessori Model of Education is a paradigm unto itself, no credit will be awarded for prior experience or coursework. However, students who have completed part of an AMS/MACTE accredited course may, under certain conditions, transfer into the MWTPP course. (See "Transfer of Credits," pg. 13 of this catalog for details.)

MWTPP uses the following conversion formula:

1 Unit = (minimum) 15 academic clock hours; 30 Lab hours; and/or 120 student teaching hours.

The transferability of credits you earn at MWTPP is at the complete discretion of the institution to which you choose to seek transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some of 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 MWTPP to determine if your credits will transfer.

SPACE, FACILITIES, AND EQUIPMENT

The MWTPP on-site phase and seminars are held in the West Garden Grove, Belgrave facility of Montessori Greenhouse Schools, at 5856 Belgrave Avenue. Easily accessible from the heart of the Los Angeles metropolitan area, the school is located approximately 20 miles to the southwest—4 miles east of Long Beach, near the junction of Freeways 405 and 22. The training site, a two story building which houses over 200 children during the school year, is set in an acre of landscaped grounds with ample parking provided. Approximately half of the building's 6,539 square feet of upstairs space is used for the summer phase, with the other half occupied by the Montessori Greenhouse elementary summer session. The training takes place in two large classrooms, with a kitchen area and teacher material-making lab space also available to students. In addition to the curriculum materials in the classrooms, students have access to a related subject adult library. Students are also encouraged to access resources at the West Garden Grove branch of the Orange County Public Library, which is located just one block from the training site. The immediate surround of the school is residential, with nearby shopping centers offering a variety of stores and food services.

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

SUMMER/IN RESIDENT HOUSING

Because most students live in the metropolitan area and commute to the training center during the summer on-site phase, no housing is provided by the program. While no guarantees can be made by the program for obtaining summer housing, students who have such a need are advised to inform the training program and every effort will be made to assist in making suitable arrangements.

ADMINISTRATION

MWTTP is a proprietary postsecondary school owned by administrators Marci and Geoffrey Turner (who is the son of Joy and Charles Turner, the founders of both Montessori Western teacher Training Program and Montessori Greenhouse Schools, which sponsors the training program).

Cathy Smythe is the MWTTP Executive Director, Early Childhood Coordinator, Early Childhood Student Teaching Supervisor, and instructor for the *Philosophy, Child Development, Observation, Classroom Leadership, and Visual Arts components*. Ms. Smythe holds an M.A. in Education, a B.A. in Human Development/Psychology, and an AMS Early Childhood Credential.

Ms. Smythe has lectured nationally as a part of the AMS Teacher Section (1992-93); acted as co-chair for the 1995 AMS Regional Conference, and was the local chair for the 2008 AMS regional conference; is a member of AMS Teacher Educator Section (TES); and represents MWTTP at the annual meeting of MACTE. She has been an MWTTP staff member since 1980 with experience in teacher preparation ranging from Art, Language Arts, Sensorial and Mathematics, to Philosophy, Child Development, Classroom Leadership, Observation & Preschool Administration. Her involvement in early childhood level teaching and administration dates from 1969. She served as the Executive Director of Montessori Greenhouse Schools, L.L.C. until June of 2012 when she retired from the school after 37 years with the organization.

INSTRUCTIONAL STAFF

CORE FACULTY

Janis Candelaria is instructor for the *Practical Life Curriculum, Materials and Methods* component and the related practicum seminar. Ms. Candelaria holds a B.A. in Communicative Disorders, and has AMS Early Childhood and Infant / Toddler Credentials. She has been employed by the Montessori Greenhouse Schools since 1974, first as the teacher in a 3 - 6 classroom and later as the creator, teacher and director of the Montessori Greenhouse Infant/Toddler program. Although retired from the school, she currently serves as a much valued substitute teacher at all levels.

Melissa Vasquez & Christine Weld are the instructors for the *Sensorial and Cultural Curriculum, Materials, and Methods* component and the related practicum seminar. Ms. Vasquez holds a B.A. in English, a Montessori Early Childhood Credential and certification at the Elementary II (9—12) level. With Montessori teaching experience since 1981, she currently teaches at Montessori Greenhouse Schools. Ms. Weld holds an AMS Early Childhood Credential and has been a classroom teacher at Montessori Greenhouse Schools for 30 years. She has been teaching the art curriculum for MWTTP for the past 5 years, and has now added science, geography, and history to her repertoire.

Michelle Light is instructor for the *Language Arts Curriculum, Materials and Methods* component and the related practicum seminar. Ms. Light holds an M.A. in education, a B.A. in Child Development and an AMS Early Childhood Credential. In addition to past early childhood level teaching experience, Michelle was employed from 1995-2000 as a teacher/program director at the 3 - 6 level by the Montessori Greenhouse Schools and has also had experience teaching human development at the college level.

Beverly Skytte is the instructor for the *Mathematics Curriculum, Materials, and Methods* component and the related practicum seminar. Ms. Skytte holds a B.A. in Human Development, a California State Teaching Credential (Elementary), and AMS Early Childhood and Elementary I Credentials. Beverly has taught in both early childhood and elementary level classrooms at the Montessori Greenhouse School, where she currently teaches a lower elementary level class.

CALENDAR

THE SUMMER PHASE begins annually on Monday of the 4th week in June and continues for 8 weeks, Monday through Friday, with one holiday July 4: JUNE 27 -- AUGUST 19, 2016. Class hours are 8:15 A.M.-12:15 P.M. and 1:00-5:00 P.M. One additional (late afternoon) 2-hour practice lab (5:00 - 7:00 P.M.) is scheduled during each curriculum area (attendance is mandatory). Upon successful completion of the summer phase course requirements, students may enter the practicum phase of training.

THE PRACTICUM PHASE follows the standard school calendar, from mid-September to mid-June (approximately 40 weeks). It includes student teaching at an approved school site, either half-day (4 hours) or full-day (7.5 hours), Monday through Friday, except for holidays determined by the practicum school site. The practicum phase also includes field observation experiences, directed study assignments, and attendance at 8 Saturday seminars from 8:30 - 4:30, held monthly (except for September and December) at the training facility.

Occupational Objective

Montessori Early Childhood Teacher Training is a unified course of study consisting of two major academic areas taken in residence and a supervised student-teaching practicum at an approved school site.

Occupational Objective: Early Childhood level/ Preschool Teacher and Director

Total Clock Hours: 1260 minimum

REQUIREMENTS	<i>Clock</i>
SUMMER PHASE:	<i>Hours</i>
Philosophy, Child, Family & Teacher (PCFT)	112
Curriculum, Materials & Methods	208
PRACTICUM PHASE:	
A: Seminar & Curriculum Development	90
B: Child Study	40
C: Preschool Administration	74
D: Field Observation	16
E: Student Teaching (min. half-time)	720
TOTAL COURSE HOURS (min.)	1260

NOTE: MWTTP’s course of study is English language based. All instructors will teach exclusively in English and all resource materials are written in English. MWTTP does not offer any translation services and requires that students entering be English proficient to the extent that they can read and analyze educational theories and other educational material. It is also essential that students be able to demonstrate proficiency when writing/communicating in English.

SUMMER PHASE CURRICULUM AREA DESCRIPTIONS AND REQUIREMENTS

MEC 1: PHILOSOPHY, CHILD, FAMILY, AND TEACHER (112 clock hours; 4-unit equivalent). This component offers an integrated presentation of information from the fields of Educational Philosophy, Human/Child Development, Observational Training, Classroom Leadership, Child, Family and Community, and Preschool Administration. It also includes a combination of experiences in selected reading, lecture, field and video observations, slides, films, and discussion.

MEC 2: PRACTICAL LIFE CURRICULUM, MATERIALS, METHODS (50 clock hours; 2-unit equivalent). This component includes the rationale and principal teaching strategies for motor development activities for the young child with the goals of order, coordination, concentration, independence, and cooperation. Also included is the development of objectives, materials, and written exercises. Materials and concepts are related to the developmental continuum, child characteristics, and levels of difficulty. Model exercises encourage the child's care of self and environment, food preparation, and practice with social relations. Instructional strategies include lecture, demonstration, discussion, supervised lab.

MEC 3: SENSORIAL AND CULTURAL SUBJECTS CURRICULUM, MATERIALS, METHODS (58 clock hours; 2-unit equivalent). This component includes the rationale and principal teaching strategies for perceptual development activities. The experiential learning model develops a background of empathic response and the identification of child perspectives. Objectives and activities to develop child coordination, observation, judgment, and pre-math concepts are also offered. Focus is on refining specific perceptual awareness (visual, tactile, gustatory, olfactory, and auditory), and exploring relationships in size, color, shape, and texture. Cultural subjects begin the teacher's development of curriculum for art, music and movement, science, and social studies. Instructional strategies include lecture, demonstration, discussion, supervised lab.

MWTPP EARLY CHILDHOOD CATALOG

MEC 4: MATHEMATICS CURRICULUM, MATERIALS, METHODS (50 clock hours: 2-unit equivalent). This component includes the rationale and principal teaching strategies for mathematics activities and the development of objectives, materials, and written exercises. We are focusing on the relation of materials and concepts to the developmental continuum, child characteristics, and levels of difficulty. Ideas of set and number, numeration, and base system for the preschool child will be introduced, proceeding through the four operations with the aid of manipulative materials, and ending with preparation for computation in the abstract.

MEC 5: LANGUAGE ARTS CURRICULUM, MATERIALS, METHODS (50 clock hours; 2-unit equivalent). This component includes the rationale and principal teaching strategies for language arts activities; and the development of objectives, materials, and written exercises. Also included in this curriculum area is the relationship of activities and concepts to the developmental continuum, child characteristics, and age-appropriate levels of difficulty. Language development of the child is aided by activities and materials which encourage speaking, listening, symbolizing/ writing, and eventually reading and functional analysis.

PRACTICUM PHASE

PRACTICUM A: SEMINAR & CURRICULUM DEVELOPMENT (90 clock hours; 4-unit equivalent). In a combination of weekend seminars (60 clock hours) and directed study, students review and develop curriculum summaries, activities, and written exercises in all basic curriculum areas, and an integrated unit study in the cultural subjects.

PRACTICUM B: CHILD STUDY (40 clock hours; 1-unit equivalent). Included are guidelines and criteria for individual assessment and preparation of a case study.

PRACTICUM C: PRESCHOOL ADMINISTRATION (74 clock hours; 3-unit equivalent). The Legal requirements, guidelines, and criteria for school organization and management are explored for application in a directed research project in school design.

PRACTICUM D: FIELD OBSERVATION (16 clock hours; no credit equivalent). This component requires each student to make independent observations in four different school settings, and submit written reports.

PRACTICUM E: STUDENT TEACHING (Halftime: 720 clock hours, 5-unit equivalent; or full-time, 1350 clock hours, 10-unit equivalent). The student teacher will participate five days a week, through two full semesters, in the classroom of a qualified Head Teacher, at an approved school site. A Minimum of three on-site consultation-evaluation visits by program staff is required. If, for any reason, more program visits are required, the financial burden for the cost of these additional visits falls to the student.

ABOUT LESSON PLANS AND HANDBOOKS

Within Montessori traditions of teacher preparation, many programs have required that each student write up each and every material as it is demonstrated by the instructor. These written exercises are then compiled to form the student's "album" (teacher manual) for each curriculum area, and these albums are then critiqued as part of the evaluation process. Our philosophy of teacher preparation is at variance with this procedure, even though Montessori herself apparently used it. MWTPP takes the position that the *materials* are not "the Montessori system." The starting point is, in fact, observation, as Montessori expressed in *Education for a New World*: "What I have done is merely to study the child, to take and express what he has given me, and that is called the Montessori Method."

Taking detailed notes (dictation, in effect) while watching a curriculum presentation by an instructor seems to us a *hindrance* to observation. In our view, the time required to polish a great many written exercises on which a large portion of one's evaluation will depend has little impact on teacher effectiveness. Of greater value in this program is time spent in actual use of materials—not just to replicate an instructor's performance, but to explore the activities thoroughly enough to gain direct, personal familiarity with their appealing qualities and their potential uses.

In our experience, there is no "standard presentation" or "one right way" to demonstrate any material; the response of the learner is frequently unique, and the teacher's sensitivity to this response and interpretation of it will determine each presentation. When such a personal use of materials, combined with reading and thinking, is matched against the student's observation of real children, what should happen is the emergence of questions—and discussion. We think the best time for this process to begin is during the summer phase, when the student has a group of experienced professionals immediately available as resources.

To free the student from as much "busy work" as possible during this time, written assignments are kept to a minimum, and each student receives a basic set of printed material, the cost of which is part of the tuition paid.

- Supplementary reading materials needed for the philosophy/human development component of the course.
- Five teacher resource books, one for each of the basic curriculum areas. These teacher manuals are fairly complete, designed to provide support through the first few years of teaching, yet encouraging personalization by the student through the addition of notes and comments, curriculum area summaries, illustrations, and original exercises.

TEXTBOOKS AND RESOURCES

Copies of all books used as texts are available in limited number through the program library during the summer phase. However, because some reading is required prior to this time, each student is urged to begin the development of a personal library by purchasing the basic texts as soon as enrollment is completed. Although Montessori titles were once difficult to find, today most can easily be obtained online or at any major book store.

Required Titles:

The Absorbent Mind, Maria Montessori.

Dr. Montessori's Own Handbook, Maria Montessori.

Maria Montessori: A Biography, Rita Kramer.

The Montessori Method, Maria Montessori.

The Secret of Childhood, Maria Montessori.

These required texts are all available in paperback version and should cost approximately \$100 altogether.

Optional:

The Advanced Montessori Method -- Vol. I, Maria Montessori.

Montessori in the Classroom, Paula Polk Lillard.

The Montessori Controversy, John Chattin-McNichols.

Montessori: The Science Behind the Genius, Angeline Lillard

A Delicate Task, Catherine McTamaney

SELECTION OF THE PRACTICUM SITE

Upon admission to the course, students receive a list of standards for practicum sites, guidelines for the selection process, and a list of known Montessori schools in Southern California that includes previously approved sites. Although the program will assist the student in locating an acceptable site, negotiations for employment by the school site are the student's responsibility—that is, contracting for terms of employment and overseeing the school's application for designation as an official practicum site. This site request should be sent to the program director before the beginning of the summer phase. The director will then provide the school with a copy of the program's practicum agreement. A school which has not served as an approved site within the past 2 years must receive an inspection visit from the program director/practicum coordinator. A school which is judged to meet the contract requirements can then be approved as a practicum site for the current training cycle.

Sites must be located within a 100-mile radius of the training center, although students who live more than 100 miles away may, under special circumstances, make long-distance practicum arrangements with the director. Long-distance supervision carries additional costs, which are calculated on the basis of cost of travel for program assessment visits and availability of a local supervisor who is both qualified and willing to represent the program.

AMS STANDARDS FOR PRACTICUM SITE

The practicum site/classroom:

1. Is an AMS affiliated school this year.
2. Has a written nondiscrimination policy for children and staff.
3. Licensing: Meets all state, local, and federal regulations.
4. School Policies: Communicates administrative policies/guidelines to student teacher candidate and to the teacher education program.
5. Provides the student teacher candidate with a job description and contract of agreement acceptable to the site, the adult learner, and the teacher education program. It should include the nature and type of remuneration given to the adult learner, if any.
6. The site must agree to cooperate with the course in all matters relating to the practicum.
7. Provides janitorial service: frequency
 daily weekly other _____
8. Contains children in the full age span for which the student teacher candidate will be certified (2½ - 6).
9. Supervision of adult learners is carried either through the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant. For self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Practicum Site form is required.

The Supervising Teacher:

10. Holds an AMS Credential (or equivalent).
11. Is in at least his/her second year of teaching after receipt of the credential.
12. Will provide experiences in the following teaching areas: preparation of environment (indoor and outdoor); record-keeping (recording); observing, diagnosing, responding, and evaluating; designing and demonstrating, individual and group presentations; classroom management; involvement with parents (conferences, open house, interviews); staff involvement (participation in meetings, establishing team compatibility).
13. Will complete all evaluation forms (Practicum Assignments Checklist, Materials Review List, quarterly rating sheets, final letter regarding recommendation for certification).
14. Will schedule regular review sessions (no less than twice per month) to confer with the student teacher and to assess his/her progress
15. Will immediately inform the program of any difficulties involving the student teacher's classroom performance.
16. Will be in the adult learner's classroom full time (with the exception of a self-directed practicum).
17. Cannot supervise more than two adult learner's simultaneously (in one classroom).

In addition the school agrees:

16. To provide the student teacher with information needed for the program's "class analysis" assignment.
17. To permit the student teacher's completion of the program's "Case Study" requirement.
18. To provide the student teacher with one half-day of release time per quarter, for completion of the program's off-site observation requirement.
19. To provide the student teacher with opportunity to complete the program's "role-switch" requirement.
20. In general, to support the student teacher's achievement of the program's objectives for practicum.

COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD TEACHER CANDIDATE

The Candidate for certification:

- 1. Montessori Philosophy and Human Development**
 - a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years;
 - b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age;
 - c. demonstrates evidence of personal growth through self-evaluation and introspection;
 - d. demonstrates knowledge of development and behavioral norms and potential recommendations toward early intervention services.

- 2. Classroom Leadership**
 - a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of students;
 - b. utilizes cultural sensitivity in support of the development of individual children;
 - c. demonstrates an ability to implement effective classroom strategies;
 - d. demonstrates leadership skills and an understanding of professional standards;
 - e. incorporates an understanding of administrative functions.

- 3. Curriculum Implementation**
 - a. demonstrates the principles of Montessori environmental and material design;
 - b. articulates the rationale and sequence of the Montessori curriculum;
 - c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
 - d. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
 - e. utilizes a variety of instructional strategies and assessment methods;
 - f. demonstrates an awareness and understanding of governmental regulations.

- 4. Community Involvement and Partnership with Families**
 - a. demonstrates cultural sensitivity in communications and work with families and children;
 - b. demonstrates an awareness of community resources for additional support of children and families;
 - c. identifies and has an awareness of available professional associations.

[Rev. 4/05]

THE MONTESSORI EARLY CHILDHOOD SETTING
A Description from AMS

PHILOSOPHY AND GOALS

A Montessori Early Childhood Environment is described as a setting for children ages **2½ through 6 years** which offers an individualized program of activity. The environment reflects these characteristics:

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

The environment reflects the influence of these adult behaviors:

1. Preparation of a clean and orderly environment;
2. Demonstration and encouragement of care and precision in movement, and the organization and use of materials and equipment;
3. Encouragement of a child's selection of activity;
4. Encouragement of a child's participation in maintaining the environment;
5. Demonstration of strategies for use of materials;
6. Acknowledgement of and provision for expression of a child's social needs;
7. Acknowledgement and demonstration of responsiveness to a child's emotional needs;
8. Acknowledgement and demonstration of responsiveness to a child's self-expression;
9. Ongoing monitoring and overview of the environment (observation);
10. Communication of rules and procedures appropriate to the situation;
11. Modeling and facilitating prosocial behavior;
12. Modeling and facilitating positive techniques for conflict resolution;
13. Modeling and facilitating egalitarian interaction;
14. Providing effective leadership in group activities; and
15. Communicating and coordinating activities with team members.

EXAMPLE JOB DESCRIPTION: HEAD TEACHER

The Head Teacher is supervised by the facility Director and has complete responsibility for the direction of the classroom assigned. The person in this job is expected to represent the school at all times—to other staff members, parents, visitors, and the outside world—with respect, dignity, loyalty, and professionalism. The Head Teacher is specifically responsible for:

1. THE SAFETY AND WELL-BEING OF THE CHILDREN, including:
 - A. Daily inspection of each child for health and cleanliness.
 - B. Responsiveness to ongoing health care needs.
 - C. Daily inspection for environmental hazards (check for security of the indoor and outdoor boundaries, remove broken equipment and dangerous objects, keep all toxic substances out of children's reach, etc.).
 - D. Constant observation and awareness of environmental conditions and, in the occurrence of a hazardous situation, immediate intervention to ensure child safety.
 - E. Demonstration to children of safe procedures (keeping the floor and outdoor areas free of debris, cleaning up spills, using play equipment and learning materials with care and safety, etc.).
 - F. Effective communication, modeling, and reinforcement of the three basic ground rules:
 - Take care of the people, including yourself.
 - Take care of the things.
 - Make it work: use procedures that support order and cooperation.
 - G. Instruction in fire and emergency procedures and practice at least once a month; record such lessons and drills in daily notes.
 - H. The practice of "universal precautions" at all times.

2. PREPARATION OF THE ENVIRONMENT AND MAINTENANCE OF MATERIALS IN A STATE OF CLEANLINESS AND GOOD REPAIR, including:
 - A. Assignment of regular set-up and clean-up chores and participation in their execution:

DAILY:

 - Check and replenish shelf stock of consumable supplies before the start of the individual activity period (so that no staff member is required to leave the room for this purpose during the work time).
 - Check all shelves and materials at the end of each day's use and restore order, cleanliness, and readiness for use.
 - Wash and disinfect equipment used in all activities involving food, water, or polish, at the end of each period of use.
 - Wash and disinfect table surfaces at the end of each day's use.

Infant/Toddler program:

 - Potty chairs and all equipment in the diaper changing area (changing tables/pads, rinsing containers or sinks, walls and floors; containers for wipes, talc, lotion, etc.) must be completely cleaned and disinfected *after each use*.
 - Containers used for soiled disposable diapers sanitized daily.
 - Objects (used by toddlers) which are mouthed must be washed and disinfected at least daily (or after each use, if necessary).

WEEKLY: Dust shelves and equipment.

MONTHLY: Wash/wipe all shelves and equipment.
 - B. Supervision of children's use of materials and equipment with care and precision, including encouragement of their participation in keeping the materials and environment clean and in order.
 - C. Maintaining the general aura of cleanliness in the environment through regular inspection and spot-cleaning of walls and windows, reporting unsatisfactory cleaning of floors and bathrooms to the Director for communication to the custodian.
 - D. Maintaining an up-to-date inventory and list, which includes:
 - Purchase (at school expense) and assembly of practical life exercises
 - Requisition forms to Director for equipment priced above \$10
 - Submitting a "need for repair" form to Director when a need is observed
 - Planning and preparing teacher-made materials: evaluate this need in the September preparation week; submit a list with your timeline for completion (if the need is extensive, the Director may enlist parent volunteers or the secretary to assist you)
 - Development of new exercises to meet ongoing needs of the class (Ex., in the practical life and art areas).
 - E. At the end of the school term: complete cleaning of the room, including washing/polishing of all materials and shelves, orderly teacher cabinets, packing/storage of materials as requested, and current inventory list to Director.

MWTPP EARLY CHILDHOOD CATALOG

3. LEADERSHIP OF THE CLASS, including:
 - A. Implementation of the setting in harmony with Montessori theory and philosophy.
 - B. Organization of a program plan to support each child's development, through the activities of observation, analysis, planning, instruction.
 - C. Establishment of positive patterns of interaction, communication, and problem-solving.
 - D. Definition in writing (to the Director prior to the first day of term):
 - Schedule of the day
 - Classroom procedures
 - System for record keeping and planning for individuals and groups
 4. RECORD KEEPING, ASSESSMENT, AND PROGRESS REPORTS, including:
 - A. Daily records of attendance and anecdotal notes on children
 - B. Ongoing assessment of each child's progress, with three written reports completed one week prior to scheduled parent conferences (during the months of January and June).

NOTE: Doing a thorough job of preparing for parent conferences is not easy—but they are a vitally important contact: a wonderful opportunity for you to educate parents about our program and their child, a chance to promote the school and consolidate the support we already have from them, a way to increase your understanding of the environment the child is coming from. It's an occasion most parents really look forward to, as well. To be ready means starting to assess children at least 4 weeks before the scheduled conference date—so that you have time to do a thorough job, and so an administrator has time to review your reports before you meet with parents.

All completed parent conference forms should have each information blank filled in (neatly, including birthdate) and include a summary (or checklist) of all information gathered from daily records and observation (for each reporting period). Once the conference is over, signed forms (by teacher and parent) should be filed in the child's cumulative file (*do not keep samples of children's work or test papers here*). If you have developed additional forms to summarize test results or other work records, you may include these in the file. Work samples, tests, etc., are important to show at conference time, but please maintain these in your classroom files for children (not in the cum record file) or send them home as documentation of the learning process. Be objective in your conference summary sheets; be specific, yet kind about "difficulties/needs for special attention." Often, offering strategies for support is most helpful for, and appreciated by parents.
 - C. Children with special needs or problems: notify the Director as soon as indications are noticed and request an observation; begin the recording of your observations in detail each day. The outcome of an observation by Director or Administrator will be the formulation of a plan for remediation and/or special action, such as a parent conference or request for professional evaluation.
 - D. All records must be in order, with completed third written assessment for each child, by the last working day of the regular term.
5. SUPERVISION OF SUPPORTING PERSONNEL
(Teacher, Student Teacher, Assistant, Volunteers), including:
 - A. Providing clear definition of your expectations and the helper's specific duties, explanation and instruction as necessary, ongoing direction and feedback on performance.
 - B. Scheduling an informal, half-hour conference with members of your teaching team at least once each week, for discussion of activity plans, child needs, and team performance.
 - C. In the case of a student teacher, cooperation with training and evaluation requirements of the student's educational program.
6. PARTICIPATION IN SCHOOL EVENTS OUTSIDE REGULAR WORKING HOURS: Attendance at one meeting with the Director each month and a minimum of three parent meetings each year (usually evenings) is *required* (severe illness is the only acceptable reason for not attending!).

ASSOCIATE TEACHER OR STUDENT TEACHER

The Teacher or Student Teacher is supervised by the Head Teacher. He/she is expected to represent the school to other staff members, parents, visitors, and the outside world with respect, dignity, loyalty, and professionalism at all times. Specific responsibilities are:

1. THE SAFETY AND WELL-BEING OF CHILDREN IN YOUR CHARGE:
 - A. Be aware of and responsive to children's ongoing health, care and safety needs (e.g., *notice* the child's condition—and check on a child who looks ill or upset; give directions to wipe the runny nose, wash the dirty face/hands, tie the shoes, etc., when needed).
 - B. Notice hazards in the environment and take action immediately to remove them (e.g., gates left open, broken glass on playground, water on floor or bleach under the sink, etc.).
 - C. Model and demonstrate safe and effective procedures for children.
 - D. Know the rules in the school and discuss methods of reinforcing them with your Head Teacher:
 - Take care of the people, including yourself.
 - Take care of the things.
 - Make it work: use procedures that support order and cooperation.
 - E. Use "universal precautions" at all times.
2. COOPERATION WITH THE OTHER ADULTS IN THE SCHOOL:
 - A. Find out what your specific duties are and fulfill them.
 - B. Support the behavioral guidelines given by school and Head Teacher.
 - C. Refer parent questions/complaints to your Head Teacher.
3. COOPERATION WITH SCHOOL POLICIES AND PROCEDURES (defined by handbooks/supervisors).
4. PREPARATION AND MAINTENANCE OF THE ENVIRONMENT:
 - A. Participate with the Head Teacher in preparing and maintaining classroom equipment and materials in cleanliness and good repair, as directed. This may include: daily restocking of shelf supplies; ordering, dusting, and washing materials and shelves; washing tables and practical life materials; spotting walls, windows, and woodwork.
 - B. Supervise children's use of materials with care and precision, including encouragement of their participation in keeping the materials and environment clean and in order.
 - C. Stay aware of the condition of materials and equipment and report needs for repair or replacement to the Head Teacher.
 - D. Participate in planning for and making new materials to meet children's needs.
 - E. Assist with complete cleaning and break-down of the environment when required, including at the end of the term.
5. PARTICIPATION IN RECORD KEEPING as directed by Head Teacher:
 - A. Daily attendance and anecdotal records;
 - B. Trimester assessment and parent conferences.
6. PARTICIPATION IN AFTER-CLASS WORK OR COMMUNICATION SESSIONS:
 - A. Once per week (for approximately a half-hour, at a mutually agreeable time), for planning activities, discussion of children and their needs, discussion of job performance (feedback, direction, instruction).
 - B. Student teacher: fulfillment of training/ evaluation requirements.
7. ATTENDANCE AT SCHOOL EVENTS OUTSIDE REGULAR WORKING HOURS: Attendance at one staff meeting each month and a minimum of three parent meetings each year (usually evenings) is required. Severe illness is the only acceptable reason for not attending.

MWTTP Policies and Procedures

ADMISSION

Educational Status of Applicants

The minimum educational achievement accepted is high school graduation, verified by official transcript. Two enrollment requirements may further determine *Ability to Benefit*: an admissions interview with the program director is required. In addition are three letters of recommendation (which request information about the prospective student's ability to relate to children, demonstrate responsible behavior, etc.).

Postsecondary credits must be earned at institutions listed in the U.S. Department of Education Directory for Higher Education, and verified by official transcript.

College equivalence, such as credit for work experience or educational coursework at an institution located outside the United States, may be accepted only if the applicant has had certification of the credits by an approved institution of higher education or state approved credentials evaluation service.

Requirements for Admission

Recommended: Completion of a college-level child development course.

- *Candidates for the AMS Early Childhood credential*: Bachelor degree from an accredited U.S. institution, verified by transcript sent directly from the school.
- *Candidates for the AMS International Early Childhood Credential*: Bachelor degree from an international institution.
- *Candidates for the AMS Early Childhood Associate credential*: High school graduation, verified by transcript sent directly from the school.
- *Summer-only enrollees*: Verification of previous experience and training.

(NOTE: As of July 2013, AMS will require its teachers [certified after that date] to acquire 50 credits of Professional Development within each 5-year period in order to maintain active credential status.)

TRANSFER OF CREDITS

Typically MWTTP supports the continuity of a complete experience of Early Childhood level curriculum and sequence. However, a transfer of units/clock hours is permitted when previous course work has been successfully completed at an AMS/MACTE accredited Early Childhood teacher education program (within one year of the student request). Documentation (an official transcript along with a catalog description of course content; a student copy will not suffice) is required from the previous training program (sent directly to MWTTP) noting those components/clock hours which have been completed. Prior work experience is not recognized as parallel to the coursework. In order to qualify for recommendation by MWTTP for AMS certification, the Philosophy component of training must be completed with MWTTP (along with the other incomplete components) regardless of prior completion of this component under the direction of any other training program. Once the transcripts have been evaluated, upon enrollment the student with previous training will be tested and given appropriate credit. Credit allowed will be recorded on the enrollment record and the length of the course adjusted proportionately. Assessment Fee: \$50.00 payable at the time of the transcript evaluation. Tuition to complete Montessori teacher training will be rated depending upon hours of instruction necessary. The AMS certification fee will be due at that time as well.

Admission Procedure

NOTE: MWTTP is unable to provide visa services (I-20s) to students applying from outside the U.S.

STEP 1: SUBMISSION OF OFFICIAL TRANSCRIPTS (Must be received by the Program before proceeding to Step 2; it is the applicant's responsibility to contact the Program office to verify receipt). Official transcripts verifying high school graduation, and/or college work/degrees and previous Montessori training should be sent directly from the Institution to MWTTP.

STEP 2: APPLICATION/ENROLLMENT INTERVIEW after verifying Program receipt of official transcripts, the applicant can make an appointment for an enrollment interview with Cathy Smythe by calling (714)897-3833.

BRING THE FOLLOWING to your appointment:

- 1) The completed application form and a \$200 non-refundable registration fee.
- 2) A brief essay (minimum 250 words) on your experience with Montessori education and why you wish to take the training.
- 3) Employer verification of classroom experience (if any).

STEP 3: ACCEPTANCE & PROGRAM RESPONSE Once applicant's eligibility has been established, the registration fee paid, and the enrollment interview completed, the applicant will receive the following:

- 1) The form for health exam and TB test, to be completed by a physician and returned to the program before the course starting date.
- 2) The form for requesting approval of a practicum student teaching site, to be completed by the applicant and the practicum site administrator and returned before the course starting date.
- 3) A guide for observation of Montessori classes and selection of student teaching site.
- 4) A list of standards for student teaching sites.
- 5) A list of Montessori schools in California.
- 6) A list of pre-reading assignments to be completed before the course starting date.

To the three people listed on the student's application as having knowledge of the applicant's professional or academic capacities:

- 7) Recommendation forms

STEP 4: PREPARATION FOR THE SUMMER PHASE Upon acceptance, the applicant is expected to complete the following before the course begins:

- Observe at least three Montessori classes and send their names and addresses to the Director.
- Obtain an acceptable Practicum Site and submit the completed request for practicum (STEP 3, item 2, above).
- Complete the pre-reading assignments.
- Pay the required tuition.

ADVERTISING AND PUBLICITY

The program adheres to a policy of truth in advertising, and at no time does it knowingly disseminate false information. By the use of accurate information in publications and by making this information available to staff, students, and the professional community, the program attempts to educate both its clientele and the public as to its purposes and procedures, as well as to the nature and potential of Montessori education. The program director is responsible for maintaining a file of current advertising/publicity materials.

ATTENDANCE

Students are expected to be present and punctual for ALL scheduled class meetings and for job responsibilities during the practicum student teaching experience.

Absence. Absence will be considered as excused under the following circumstances: illness, death, or birth in the immediate family; other valid reasons substantiated in- writing and at the discretion of the program director. All other absences will be considered unexcused. Class cuts are considered as unexcused absences.

Tardiness. Tardiness is viewed as a disruption of a good learning environment and is to be avoided. Tardiness without legitimate reason on three occasions during the summer phase will be considered as one unexcused absence.

Monitoring of Student Progress. The program director is responsible for monitoring student progress through successive stages of the educational course and for providing individual notification in the event of unsatisfactory performance, or upon student request. An opportunity for consultation concerning academic progress will be made available upon the student's request.

Interruption for Unsatisfactory Attendance. Students must maintain at least a 90 % rate of attendance. Students with three unexcused absences during the summer phase or for more than one practicum seminar will receive written notification of academic probation for a period of one month. Any unexcused absences during such probationary period will be cause for interruption of the student's preparation program.

Make-up Work. Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance, and students should understand that there can be no real substitute for an experience missed.

Leave of Absence. A written request for leave of absence will be considered and such leave may be granted to students at the discretion of the Program Director.

CAREER OPPORTUNITIES AND PLACEMENT ASSISTANCE

Certified MWTTP graduates are qualified to teach in Montessori and other preschool settings in California and many other states. At the present time, there are approximately 200 Montessori schools operating within a 100-mile radius of the MWTTP center and perhaps 5,000 schools in the United States as a whole. A shortage of teachers reported by the AMS National Office in the past few years is also indicated by the number of job openings in the local area as reported by school operators. Since 1983 the number of newborns has been rising, along with the number of employed mothers with preschool children; the present situation of an under-supply of out-of-home childcare settings and well-trained caregivers to operate them seems likely to persist through this decade.

MWTTP makes no guarantees to graduates either with regard to placement assistance or employment. Some schools contact the training center to register vacancies, which are posted on a bulletin board or distributed to students as they complete their student teaching (often at the May seminar). The American Montessori Society publishes a national list of known vacancies in late spring of each year, which is distributed to all AMS schools (via the AMS website: amshq.org), teacher members, and student-teacher members.

CANCELLATION

The student has the right to cancel the contract for the course without penalty or obligation up to midnight of the fifth business day following the day of the first class by submitting the "Notice of Cancellation" provided by the school upon enrollment, or by any other written notice, sent to MWTTP at 5856 Belgrave Avenue, Garden Grove, CA 92845, or faxed to (714)892-8595. The payment made and contract signed by the student will be returned within 10 days of the date of the cancellation notice. Any equipment given to the student by the school must be returned within that 10-day period; otherwise the school may keep an amount that equals the cost of the equipment. After the end of the cancellation period, the student also has the right to stop school at any time and to receive a refund for the part of the course not taken. If the school should close before the student graduates, the student may be entitled to a refund. It is important to note that notice of cancellation or withdrawal must be given in writing. The student does not have the right to cancel by just telephoning the school or by not coming to class, nor does an email message suffice.

CONDUCT

Students shall at all times when on the school premises conduct themselves in an orderly and considerate manner and shall appear for classes in a sober and receptive condition. Violation is just cause for dismissal. In addition, by virtue of their membership in the American Montessori Society as program enrollees, students are expected to uphold and abide by the AMS Code of Ethics, with text as follows:

As American Montessori Society members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the rights of each child to have the freedom and opportunity to develop his or her full potential.

PRINCIPLE I

COMMITMENT TO THE STUDENT

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

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

PRINCIPLE II

COMMITMENT TO THE PUBLIC

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the educator:

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

PRINCIPLE III

COMMITMENT TO THE PROFESSION

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

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

DISMISSAL

Dismissal is at the discretion of the director, on recommendation of staff. Reasons for dismissal include unsatisfactory attendance, incomplete or unsatisfactory performance/coursework, physical handicaps or health limitations which seriously interfere with successful functioning as a teacher with full responsibility for the care of young children, or philosophical conflict with Montessori principles (including unprofessional behavior) which is determined by the faculty to be of major proportions. In such cases the Director will schedule a meeting with the student in question and present a written notification of concern. A plan for the resolution of the problem will be jointly agreed upon (requiring the signatures of both parties) and a probationary period will begin. If during that time period, the student does not demonstrate a marked improvement, notice of dismissal is issued. For a description of conditions for dismissal due to unsatisfactory performance, see the policy section *Grading System and Progress Reports*.

ENROLLMENT

Capacity. The course of study is planned to accommodate a maximum of 35 students during one training cycle.

Acceptance of Applications. Students may enroll by submitting the completed application and enrollment fee to the Director at the required admissions interview to take place at the Montessori Greenhouse /MWTPP office at the Belgrave Street location during school hours. Although applications for a particular course cycle will be accepted up to the first day of the cycle, students are advised to consider and plan for enrollment well in advance of this date, and they should reasonably allow no less than 30 days for completion of the application process and the preparation requirements. NOTE: Official college transcripts must be received by the program before the admissions interview can take place.

Participation in an "Intensive Education" Format. The academic phase of preparation is a more intensive educational experience than most students have ever before participated in. In order for such an educational model to succeed, two things must happen very quickly: (1) a shared sense of purpose and direction must be established so that individuals can function with maximum effectiveness while part of this "temporary" group, so that (2) the amount of information and experience to be shared and processed can effect a new educational orientation within a relatively short period of time. For this reason, students are urged to arrange their life situations so that other demands—on their cognitive, affective, and psychomotor domains—are at a minimum during this period.

Continuation of Enrollment. Tuition charges upon entrance to the program cover the costs of student enrollment and assessment only during the scheduled training cycle (one calendar year of enrollment). The program may allow one additional year of enrollment for the purpose of satisfactory completion of requirements for certification. If such requirements have not been satisfactorily completed during the initial year of enrollment, the student who wishes to continue must do the following:

1. Send a written statement of intent to complete the requirements within the next academic year. The letter of intent must be sent to the program director before June 30 of the first year of enrollment and must include the following information.
 - a. An accurate listing of the remaining requirements and the student's estimated date for completion of each one, and
 - b. A statement of understanding that the student is responsible for timely payment of all additional assessment costs incurred during the second year, as billed by the program according to the current hourly rate for staff services, and for advance payment of any additional costs of travel and lodging related to on-site assessment by a program representative.
2. Send a payment of \$250 to cover the continuation fee (and necessary assessment services by staff).

If the student's lack of completion is due to subminimum performance rating in student teaching, the following guidelines will be adhered to:

1. Plan: A plan for compensatory classroom experience will be formulated by the director. The plan should be tailored to the student's needs for improvement as indicated by the final Practicum Rating Reports submitted by the student's Supervising Teacher and the Field Consultant/Program Representative. When possible, the plan should take into account the site opportunities preferred by the student.
2. Components: Although details of the plan will be particular to the individual student, every such plan will include these components:
 - a. Classroom participation in an approved Montessori or equivalent environment, either supervised (performance as an assistant to a qualified Montessori Head Teacher, as in the first-year practicum experience) or self-directed (performance as the teacher who is primarily responsible for the class).
 - b. Self-documentation of experience through maintenance of a personal journal with entries made at least weekly, and other requirements as appropriate to the personal plan formulated by the director.
 - c. Assessment: After one semester in the approved classroom the student may request an assessment visit by the director or director's representative. The visit will include an observation of classroom performance and completion of the program's standard evaluation forms, as well as examination of the required documentation. At the time of this visit, the student's immediate supervisor in the school site must provide a completed evaluation form for the student. If other requirements, such as performance or written examinations, have been specified in the personal plan as part of the final assessment procedure, they should be accomplished as specified. Upon satisfactory completion of requirements and payment of fees, the program will forward the recommendation for issuance of the AMS credential to the AMS office.

In the event that requirements are not completed within the second year of enrollment, program responsibility for assisting the student's certification by AMS comes to an end.

FINANCES

Fees

Certification Course Tuition

***Total Charges for a period of attendance:**

Early Childhood Certification Course Tuition: \$4,500

Estimated Total Charges for a period of attendance: Early Childhood Certification Course Tuition: \$4,500

Registration Fee: (Non-Refundable)	\$ 200.00
Student Tuition Recovery Fund	0.00 (Current BPPE Assessment; Non-Refundable)
AMS/MACTE Student Fees:	\$ 373.00
(Not refundable after the first week of the Program)	
Summer Phase Clock Hours (320 @ \$8.00)	\$2,640.00
Books/Materials	\$ 215.00
(Includes 5 resource manuals @ \$32. each; 1 <i>Philosophy, Child, Family, Teacher</i> book of readings @ \$55.)	
Practicum Phase Clock Hours (60 @ \$8.00)	\$ 495.00
Course Evaluation of Practicum Projects	\$ 127.00
*Course Practicum Field Visits (3 @ \$150.)	\$ 450.00

***except in the case of a “Non-Standard Practicum,” see page 16 of this Handbook**

"Summer-Only" Tuition

Total Charges for a period of attendance:

Early Childhood “Summer-Only” Tuition: \$3,428

Estimated Total Charges for a period of attendance: Early Childhood “Summer-Only” Tuition: \$3,428

Registration Fee: (Non-Refundable)	\$ 200.00
Student Tuition Recovery Fund	0.00 (Current BPPE Assessment; Non-Refundable)
AMS/MACTE Student Fees:	\$ 373.00
(Not refundable after the first week of the Program)	
Summer Phase Clock Hours (320 @ \$8.00)	\$2,640.00
Books/Materials	\$ 215.00
(includes 5 resource manuals @ \$32. each; 1 <i>Philosophy, Child, Family, Teacher</i> book of readings @ \$55.)	

Other Expenses. NOT INCLUDED in the published tuition amounts are the student's board and lodging, all books listed as pre-reading assignments, and materials required for the creation of the original exercises which are a part of our evaluation system.

Fees for Non-Standard Practicum. Students whose practicum student-teaching site is located beyond a 100-mile radius of the training center may be subject to additional charges for travel by program faculty in making on-site assessment visits, and/or for field consultant supervision and instruction. The same is true for students engaging in a self-directed internship.

Schedule of Payment. The Deposit of \$200 must accompany the application for enrollment. The program prefers that the tuition balance (\$4,300 for full year enrollment; \$3,228 for Summer Only) be paid in full no later than the first day of the summer phase. However, in a limited number of cases for full-year enrollments, the director will consider a time-payment plan for the practicum portion of training (up to \$1072.). The student approved for a time-payment plan is required to sign a note for 10 equal monthly payments of the balance plus 10% interest.

IF YOU GET THIS STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST.

Student Tuition Recovery Fund

As a private postsecondary institution licensed by the Bureau for Private Postsecondary Education (BPPE), MWTTTP participates in a Student Tuition Recovery Fund which was created by the state of California 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 BPPE.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid your tuition, paid the STRF assessment, 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.

MWTTP EARLY CHILDHOOD CATALOG

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 the 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.

Student Rights and Responsibilities—You must *pay the state-imposed assessment for the Student Tuition Recovery Fund if all of the following applies to you:

1. You are a student in an educational program, who is a California Resident, or are enrolled in a residency program, and prepay all or part of you tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third party payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
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.

Financial Aid

Students who have completed the application process and been accepted for enrollment by MWTTP are eligible for application to the American Montessori Society Scholarship Fund, which awards a limited number of partial-tuition scholarships each year. Application forms may be obtained from the AMS website, www.amshq.org. The annual deadline for application to the AMS Scholarship Committee is May 1. MWTTP DOES NOT PARTICIPATE IN FEDERAL OR STATE FINANCIAL AID PROGRAMS.

Refunds

The program maintains a policy for refund within 10 business days of the unused portion of tuition, fees, and other charges in the event that the student fails to enter the course, withdraws, or is discontinued therefrom at any time prior to completion. The program provides that the amount charged to the student for a portion of the course in tuition, fees, and/or other charges does not exceed the approximate pro rata portion of the total charges that the length of the completed portion of the course bears to its total length, in terms of instructional hours provided directly by the program (380 for full-year enrollment; 320 for summer-only). The table lists refund amounts to which the student would be entitled if the student withdrew from the course after completing a period of days or weeks of instruction equivalent to the percentage listed.

"Attendance time" is the time between the scheduled and starting date of classes and the date on which the student formally and in writing cancels his/her enrollment, whether or not the student actually attends.

<i>Percentage Completed</i>	<i>Amount of Refund (Hourly Basis)</i>	
	<i>Full-year</i>	<i>Summer Only</i>
10	\$3,534.00	\$2,569.50
25	2,945.25	2,141.25
50	1,963.50	1,427.50
60	1,570.50	1,141.50
75	981.75	713.75

Based on the average number of hours of staff involvement required for both the summer phase and practicum period, the per-hour rate of charge for attendance time is approximately \$8.25.

*Disclosure: MWTTP does not currently have a pending petition for bankruptcy, nor has it ever filed a petition for bankruptcy.

GRADING SYSTEM AND PROGRESS REPORTS

Grading System for the Summer Phase. Letter grades are a program requirement for all MWTTP courses and their respective classes. Grades are assigned by instructors on the basis of the student's participation in classroom discussion and activities, written and practical assignments, and examinations, representing the following categories:

- | | |
|-----------------|------------------|
| A Excellent | D Below Average |
| B Above Average | F Unsatisfactory |
| C Average | I Incomplete |

Grading System for the Practicum Period. Evaluation in the practicum period is based upon staff evaluation of exams and assignments, attendance at seminars and at the student-teaching site, and student-teaching performance rating scores by the supervising teacher and the program representative/field consultant, as follows:

- E Excellent: 120-150 points
- S Satisfactory: 90-119
- U Unsatisfactory: 89 or below

Final Evaluation for Certification. To be recommended for certification by AMS, the student must have achieved the following:

Summer Phase: Grades of C or above.

Practicum Phase: Grades of S or above on all written assignments and performance ratings; satisfactory attendance at practicum site and seminars; letter of recommendation from supervisor.

General: Completion of all financial obligations to the program.

Suspension for Unsatisfactory Progress. When the grade average of a student is unsatisfactory for a calendar month, the student will be placed on suspension. If, during the next month, the student's grade average is still unsatisfactory, the student will be interrupted. The practicum site and supervisor will be notified when a student is placed on suspension during the practicum period.

Conditions for Re-enrollment. Re-enrollment will be approved only after evidence is provided to the director's satisfaction that conditions which caused the interruption for unsatisfactory progress have been rectified.

GRIEVANCES

The program shall maintain an Arbitration Committee as part of its procedure for handling complaints relative to the activities of the program. The committee will consist of the following members:

1. A staff member of the program, who will function as Chairperson of the committee, with all staff eligible and serving 1-year terms on a rotational basis;
2. The director of the program;
3. A student elected by the student body of the course;
4. A Montessori professional selected by mutual agreement of both parties to the complaint;
5. A legal advisor appointed by the director.

Definitions:

The Complainant: Any person who is directly involved with the program (e.g., faculty, students, supervising teachers, field consultants, practicum site administrators) may register a complaint.

The Complaint: Extreme dissatisfaction with an aspect of training which lies within the province of control or responsibility of the program may constitute the basis of a complaint.

The Respondent: The person(s) or institution cited as the offending party in the Complainant's written statement.

Procedure:

1. The Complainant is obligated to attempt direct resolution of the problem with the Respondent: first, in a private conference; and second, in the presence of a witness. The Complainant is urged to document the dates and (briefly) the content of these attempts.
2. The Complainant may file a written statement of the unresolved complaint, including description of the resolution desired, with the MWTTP Director. Copies must be sent by the Director to:
 - a. The Respondent; and
 - b. The Arbitration Committee Chairperson.
3. The Director, upon receipt of the written complaint, will immediately contact both Complainant and Respondent to clarify the situation and to discuss possible resolution of the problem.

The Respondent should reply to the complaint in writing within a 7-day period, including the following information:

- a. Explanation of Respondent's perception of the situation;
- b. Statement regarding resolution:
 - 1) Justification of position; OR
 - 2) Declaration of intent to comply with the resolution requested in the Complainant's written statement; OR
 - 3) Proposal of an alternate solution.

MWTTP EARLY CHILDHOOD CATALOG

4. The Director, upon receipt of Respondent's written reply, shall act as arbitrator toward achieving resolution within the subsequent 7-day period.
5. In the event that timely resolution is not achieved through the above process, or in the event that the Respondent fails to reply as specified, the Arbitration Committee will meet with the Complainant to offer advisement and to seek a solution. The Respondent shall be notified of this meeting and will be requested to attend. The Committee's recommendations will be sent in writing to Complainant, Respondent, and Director; and the Chairperson or designated representative shall pursue resolution during the subsequent 30-day period.
6. If resolution is not achieved within this 30-day period, the arbitration or problem-solving procedures specified by the American Montessori Society and the accrediting organization (MACTE) shall be invoked. A description of the procedures may be obtained by contacting the AMS national office at 281 Park Avenue South, New York, NY, 10010, 212-358-1250.
7. The Director shall place a copy of the summary containing the complaint, disposition, and reasons in the student's file and make an appropriate entry in the log of student complaints. The Director shall determine what other students, if any, may have been affected by the same or similar circumstances, provide an appropriate remedy for those students, and implement reasonable policies or procedures to avoid similar complaints in the future.
8. A student may lodge a complaint by communicating orally or in writing to any administrator or faculty member, who shall communicate immediately to the Director. Written complaints shall result in a written response from the program within 10 days of receipt, including the investigation and disposition of the complaint and, if it is rejected, reasons for the rejection. The student's participation in the complaint procedure and the disposition of a student's complaint shall not limit or waive any of the student's rights or remedies.
9. If grievance is not resolved to the satisfaction of the complainant, it may be submitted to the institution's review committee and/or accrediting agency.

AMS

116 East 16th Street
New York, NY 10003
(212)358-1250

MACTE COMMISSION

420 Park Street
Charlottesville, VA 22902
(434)202-7793; FAX (888)525-8838

MONITORING COMPLIANCE

MWTTP is committed to maintaining approval by the California Bureau for Private Postsecondary Education (BPPE) and the Veterans Administration, accreditation by the Montessori Accreditation Council for Teacher Education (MACTE), and affiliation with the American Montessori Society. The Director is responsible for maintaining current information about all necessary requirements and for monitoring and ensuring program compliance on no less than an annual basis.

NONDISCRIMINATION

MWTTP admits students of any race, color, national and ethnic origin to all the rights, privileges, and activities generally accorded or made available to its students. It does not discriminate on the basis of age, sex, race, color, national, and ethnic origin in administration of its educational, admissions, or personnel policies.

STUDENT SERVICES

MWTTP student services include: academic counseling (provided by the director or immediate [on-site] area instructor, available to students either by appointment or on a drop-in basis during office hours); child-care (may be arranged for at the Montessori Greenhouse School; cost for tuition is at the expense of the MWTTP student); referral file (regarding a variety of health issues, such as drug and alcohol dependency, AIDS, and the hazards of smoking; available to any student who inquires or for whom referral is deemed necessary by the director). Students requiring other types of health-safety related issues will be directed to hot lines and/or community agencies. In addition, MWTTP's sponsoring school, Montessori Greenhouse, has a working relationship with a licensed psychologist to whom students may be referred, if necessary.

PERSONNEL

Qualifications of Instructors. Staff members who carry primary responsibility for a curriculum area are sought according to the following qualifications:

- Minimum educational level: Bachelor degree or a portfolio demonstrating expertise in a specific curriculum area.
- Minimum preparation relevant to the subject area taught: 12 units (or other demonstration of academic accomplishment in the area, such as research, publications, or experience as workshop leader or curriculum developer). To teach a specific curriculum area (PL, Sensorial, Math, or Language), the instructor must hold a Montessori teaching credential at the level for which the student population is preparing.
- Teaching experience with children: at least five years at the age level for which the course prepares, as well as meeting state requirements.
- Teaching experience with adults: at least one academic year.

Teaching Load. As a general policy, teaching load of an instructor shall not exceed 100 clock hours per summer session (per course level), when the instructor is solely responsible for area(s) of curriculum, or 125 hours when the instructor shares at least 25 of these hours of responsibility with another staff member, or is present as a participant-observer. Field supervision during the student-teaching practicum should not exceed 100 clock hours per semester for a single staff member.

Student-Staff Ratio. The maximum number of students assigned to a single instructor for lecturer sessions should not exceed 35. Maximum during lab periods should not exceed 20 students per instructor or teaching assistant.

Evaluation. Each instructor shall be informally observed in the classroom setting by the Director or another instructor. The subject will be evaluated by the observers according to staff-developed criteria, the stated objectives for the course curriculum area, and the goals of the program. Observer feedback and assessment will be shared with the instructor, with a desired outcome being the formulation of at least one specific goal for the instructor's improvement in teaching effectiveness. Written assessments of instructor performance by students will be shared with the instructor, as well as student evaluation of total program effectiveness.

Term of Employment. The term of employment for an instructor shall be stated in a written agreement which is signed by both the instructor and the program director. The usual term of employment contracted for is one training cycle (approximately one calendar year of part-time service). Employment by the program is not regarded as an exclusive contract which prohibits other employment, unless so stated in the written agreement. All instructors who serve for 15 or more clock hours are regarded as salaried employees during the month of service. Independent contractors earning \$600 or more per year from the program are subject to the filing of a federal Form 1099.

RECORDS

Logs. The program maintains all of the following logs, kept current on a monthly basis:

- (1) Drop-out log, which shall include the names, addresses, telephone numbers, and dates of withdrawal of all students who have dropped out of the institution during the calendar year.
- (2) Complaint log, which shall include the name of each complaining student, a summary of each complaint, and a brief description of the disposition of the complaint.
- (3) Placement log, which shall include the name, address, and telephone number of each student who has obtained employment in any occupation or described in any job title to which the course was represented to lead, the placement date, the job title or description, and the name, address, and telephone number of the employer.

Course syllabus. The program shall have on file and available for inspection a complete syllabus for each course, including:

- (1) A short, descriptive title;
- (2) Statement of educational objectives;
- (3) Job titles which the course is represented to lead;
- (4) Length of the course;
- (5) Sequence and frequency of lessons or class session;
- (6) Complete citations of textbooks and other required written materials;
- (7) Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are to be measured;
- (8) Instructional mode or methods.

Permits. The program shall maintain on file all valid permits required by public agencies relating to the health and safety of the facilities and equipment.

MWTPP EARLY CHILDHOOD CATALOG

Student Records. The program shall maintain student records for each student, whether or not the student completes the educational service, for a period ending seven years after the date of the student's graduation, withdrawal, or termination, retrievable by student name and containing all of the following applicable information:

- (1) Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution;
- (2) Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- (3) Copies of any and all tests given before admission (at present, there is no admissions assessment test Montessori training);
- (4) Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
- (5) A transcript showing all of the classes and courses that were completed or attempted but not completed, and grades or evaluations given to the students;
- (6) A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- (7) A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, date the refund was made, check number of refund, and the name and address of the person or entity to which the refund was sent;
- (8) Copies of any official advisory notices or warnings regarding the student's progress;
- (9) Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.

One copy of student records is maintained in the Owner/Administrator's office, 17583 Oak St., Fountain Valley, CA 92708-4549, and one copy is maintained at the school location. For graduates, a permanent record of transcript, admissions level, and certification is maintained in the AMS national office.

CODE OF RIGHTS AND RESPONSIBILITY

Program Rights and Student Responsibilities

Montessori Western Teacher Training Program maintains its rights as an institution of postsecondary education and expects the

In the area of academic programming:

1. To enroll only out of your need and desire to learn rather than a wish to manipulate the program for other ends—getting a certificate without growth, or seeking financial assistance because you'd rather not have a job.
2. To be informed—by reading the information disseminated by the program.
3. To take an active part in planning and executing your course of study within the context of stated requirements and existing institutional resources.
4. To continually monitor your academic progress.
5. To attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. To embrace the principle of academic honesty.
7. To respect the freedom of our staff to inquire, publish, and teach.
8. To respect the facilities and property of the program, including buildings, books, and equipment.

In the area of finances:

9. To be informed—about the full cost, refund policies, and financial stability of the program, by reading published statements on fees and policies, and by consulting the administrators if you have questions.
10. To read and fully comprehend contracts before signing them, and to keep a copy of all contracts and receipts.
11. To report tuition costs completely and accurately.
12. To satisfy financial obligations to the program in a timely fashion.

In the area of admissions:

13. To be knowledgeable about other available programs and assure yourself and the program that your enrollment is based on an informed decision. Published information should be read; students, former students, and staff should be contacted and questioned about the level of satisfaction in their relationship to the program, ethics, and general quality—and we expect students to do this with any other program they may be considering. When at all in doubt, call your state department of education about prospective programs.
14. To represent yourself honestly in applying to the program.
15. To complete the application process promptly by submitting requested materials and fulfilling pre-training requirements.

Student Rights and Program Responsibilities

In order to protect the rights of students, the program makes a commitment to the following responsibilities.

In the area of academic programming:

1. To emphasize quality.
2. To award credit where and only where it is due.
3. To maintain clear written policies for accepting credit from other institutions.
4. To disclose accurate information about the acceptability of this program's credit at other institutions.
5. To ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of student performance; to properly maintain transcripts or records of grades; to guarantee confidentiality and student access to records.
6. To award certifications when they are merited; to inform students regularly of their academic progress and award certifications after all stated requirements are satisfied.
7. To provide adequate facilities and services to support academic courses.
8. To offer quality instruction through instructors with appropriate training and expertise, who are up to date in their fields, meet scheduled classes, come to class prepared, and are available to students outside class.
9. To describe program requirements in clear, specific and accurate terms, in written form; to ensure that requirements are educationally meaningful.
10. To notify students of unusual features of the program or coursework that cannot be readily anticipated (such as the intensive format of the summer phase).
11. To forgo unconditional changes in requirements for students who have already enrolled in a program.
12. To offer courses that are comparable to their catalog descriptions.
13. To embrace the principle of academic honesty.
14. To publish causes for dismissal in clear and specific form; to dismiss a student only for appropriate cause, and after due process.

In the area of advertising:

15. To publish advertising that is accurate and reliable, up to date, and understandable.

In the area of finances:

16. To inform students of the full cost of education.
17. To inform potential students with regard to financial aid.
18. To employ fair and accurate, published refund policies.
19. To charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
20. To make reasonable tuition increases and provide notice of raises.
21. To keep records of fees paid by each student.
22. To inform students about financial instability in the event such a condition should exist.

In the area of admissions:

23. To make available written policies on admission.
24. To give prospective students as complete and accurate a picture of the program as possible, encouraging them to visit the facility and talk with staff and students.
25. To maintain clear and specific policies on job placement services.

MWTPP EARLY CHILDHOOD CATALOG

NOTE: The essence of this statement comes from *Fair Practices in Education: Rights and Responsibilities of Students and Their Colleges in a Period of Intensified Competition for Enrollments*, a report of the Carnegie Council on Policy Studies in Higher Education (Jossey-Bass).