



Student Handbook
September 2017-June 2018

Fountainhead Montessori Adult Education

A Montessori Early Childhood
Education Program
Ages 2½ through 6

In cooperation with California State University
East Bay Continuing Education
(Undergraduate)

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ABOUT FMAE: HISTORY AND GOALS

The Fountainhead Montessori Adult Education (FMAE) program was conceived by Sarah Zimmerman in the 1980's. The teacher education course has been in continuous operation since then. Sarah Zimmerman, founder of the nonprofit Fountainhead Montessori Schools in Northern California wanted to be able to reach out to those interested in Montessori education and/or an AMS (American Montessori Society) teaching credential, but may not have the required time to partake in a full-time course. The evening classes in Montessori Philosophy, Curriculum and the student teaching experience provide the essential elements for teaching in the Montessori Primary Environment. Students of FMAE receive college credit through California State University-East Bay Extension (CSU-EB). This course allows students to take one or two classes per Quarter while working.

MISSION STATEMENT

The mission of Fountainhead Montessori Adult Education is to provide a training course to those interested in pursuing an American Montessori Society (AMS) Early Childhood Credential, as well as those seeking a greater understanding of the Montessori philosophy and method.

FACULTY

FRIDA AZARI

AMS Early Childhood Credential, FMAE, CSU-EB, Hayward, CA. AMS Elementary I Credential, MTEC/SF Bay Area, Director FMAE 2017, Workshop & Webinar Presenter, AMS. Photographer, Montessori Primary Teacher, Montessori Elementary Teacher, BS Audiology, Tehran, Iran.

MARYANNA HEGINBOTTOM

AMS Early Childhood Credential, College of Notre Dame. AMS Elementary I Training, MTEC/SF Bay Area. AMS Workshop presenter, instructor-Director FMAE 1999–present, Classroom consultant 2016—present. Montessori Primary Teacher 1978-1999, Site Director 1989-1999, Staff Development Director 1999-2016. BS Western Michigan University, Certificate of Authorization for Service CA BPPE.

USHA GUPTA

Ms.Usha did her M.A in Literature from New Delhi in India. Since then she is being living in United States. She completed her A.M.I (Associated Montessori International) training from Atlanta in 1989 and A.M.S. Montessori Early Childhood Teachers Trainer course in 2013 from California. She has been teaching in Montessori Primary classes for last 30 years. For last five years she is been teaching in Adult Montessori Teachers Centers and working as a Field Consultant.

ICHHA SHARMA

Head teacher of Springfield Montessori 2014- 2017, Bachelor's degree from Bangalore University, Certificate in Sustainable Design, UC Berkeley Extension, San Francisco 2009 education in the world of eco design and functioning focusing mainly on Interior Design AMI Primary Teacher's Training Course and credential.

AMY GRIFFIS

AMS Early Childhood Credential, FMAE, CSU-EB, Hayward, CA. BS Indiana University, Fountainhead Montessori Primary Teacher . Science Curriculum, Fountainhead Montessori

JULIANNE GOLDEN

AMS Early Childhood Credential, FMAE, CSU-EB, Hayward, CA. , Director Elementary Child Care, 2004—2007, Montessori Primary Teacher, 2007—present. Site Director Montessori Primary 2017, Instructor FMAE, 2015—present, BA, English, State University College of New York, Oneonta, NY.

INSTRUCTOR TO ADULT LEARNER RATIO

All classes will have a faculty member present at the ratio of one instructor to 20 adult learners.

ADMISSION

Admission is through Fountainhead Montessori Adult Education program. **DO NOT APPLY TO CALIFORNIA STATE UNIVERSITY EAST BAY, CONTINUING EDUCATION** for this program. There is no pre-admissions test or evaluation. This program admits students with a minimum of a high school diploma or a GED as candidates for certification. Upon registration for each class the student must complete an enrollment agreement. Employment, salary, and occupational advancement are not guaranteed. **Ability to Benefit:** These classes could benefit people working in daycare centers, assisting in Montessori schools, and parents to help understand the Montessori philosophy and apply it in their classrooms or homes.

REGISTRATION:

Register through Fountainhead Montessori or at the first class. For further information, call FMAE: Phone: (925) 820-1343 Fax: (925) 820-9193 Email: info@fms.org Website: www.fms.org

NONDISCRIMINATION

FMAE does not discriminate in any program, or activity on the basis of sex, age, race, color, ethnic or national origin, disability or handicap, religion, marital status, sexual orientation, or status as a Vietnam-era veteran.

TUITION AND FEES

Tuition per class, per quarter, including California State University East Bay, Continuing Education College Credits is \$925, with No College Credit credits tuition is \$495. This may be a partial payment (at least 50 % of total fees, tuition plus materials) with the balance due by the end of the quarter. All fees are paid directly to Fountainhead Montessori Adult Education (FMAE). It is important that you keep copies of the enrollment agreement, receipts or any other information that documents the monies paid to the school. Each class will have a charge for required materials as follows.

<u>Class</u>	<u>Tuition CC/NCC</u>	<u>Materials</u>	<u>Total CC/NCC</u>
Philosophy	\$925/\$495	\$53	\$ 978/\$548
Language	\$925/\$495	\$84	\$1009/\$579
Sensorial	\$925/\$495	\$84	\$1009/\$579
Natural Sciences	\$925/\$495	\$125	\$1050/\$620
Mathematics	\$925/\$495	\$84	\$1009/\$579
Art, Music & Movement	\$925/\$495	\$105	\$1030/\$600
Practical Life	\$925/\$495	\$84	\$1009/\$579
Practicum I and II	\$1850/\$990	\$230	\$2080/\$1220
Practicum Supervising Teacher Fee			\$ 840
AMS Student Teacher Fee			\$ 250
MACTE Fee			\$ 188
STRF (See Appendix A)			\$0/Qtr

*Child Development, *Child, Family and Community, *Administration Classes. See Appendix B

The estimated cost of the entire program with **College Credit** is: Tuition = \$8325, Materials = \$849, AMS/MACTE = \$438. The estimated cost of the entire program with **No College Credit** is: Tuition = \$4455, Materials = \$849, AMS/MACTE = \$438

LEAVE OF ABSENCE

Request for leave of absence between classes may be submitted in writing to stone@fmtt.org.

REFUNDS

The refund will be calculated as follows:

Full tuition refund will be given (1).if requested in writing within 24 hours of the first class attended, or the seventh day after enrollment, whichever is later, shall be entitled to receive a full refund. (2).if the program is discontinued, or the specific segment is cancelled or postponed. Materials refund will be given if returned in saleable condition within 7 days of withdrawal notice.

In addition, the student may withdraw from a class after instruction has started and receive a pro rata refund for the unused portion of the tuition if the student has completed 40% (4 classes) or less of the instruction. For example, if the student completes only 2 classes of a 35.75-hour class (6.5 hours) and paid \$925 tuition, the student would receive a refund for the unattended classes minus the non-refundable CSU-EastBay tuition of \$267 .

Example: \$925 ÷ 35.75 = \$25.87 x 6.5 hrs = \$168.88 \$756.12—\$267 = \$489.12
(amt paid) : (total hrs) = (amt/hr) x (hrs of instr) = (amt. owed) (refund minus CSU tuition)

STUDENT'S RIGHT TO CANCEL

You may cancel this enrollment agreement and receive a refund by providing a written notice to Stone@fmontt.org, Fountainhead Montessori Adult Education, 6665 Amador Plaza Rd. Ste. 200, Dublin, CA 94568. Refund requests must be made in writing within 48 hours of enrollment.

Refunds will be processed within 30 days of written notice.

ATTENDANCE

Students are expected to be present and punctual for ALL classes. Classes are held from 6:30 pm to 9:45 pm. **Late arrival or early departure from class will be considered absences.**

Attendance is required and substantiated in writing by the instructor and maintained at the office. Late enrollment counts as absences from the first day of class.

Students must maintain at least a 90% rate of attendance throughout the entire course as required by AMS. Since the nature of the instruction and the class materials is hands-on, there will be no opportunities to Make-Up missed classes.

DISMISSAL AND WITHDRAWAL

Students may withdraw within 24 hours of enrollment and receive a full refund. Full tuition refund will be given if requested in writing within 24 hours of the first class attended, or the seventh day after enrollment, whichever is later, shall be entitled to receive a full refund. Materials refund will be given if returned in saleable condition within 7 days of withdrawal notice.

Withdrawal after that will result in charges for classes attended plus CSU tuition.

Students will be failed if found to be using manipulated/falsified materials.

Conduct which is unprofessional, lacks consideration of Montessori philosophy, lacks ethics, lacks good judgment, lacks concern for the student's welfare, inability to interact with other staff and peers, and lacks concern for the environment, will also jeopardize continuation. **Dismissal of the Adult Learner by FMAE follows the same refund policy as Adult Learner withdrawal.**

FMAE PLAGIARISM POLICY

Plagiarism will not be tolerated in any form in the FMAE program. Plagiarism is defined as "deliberately using someone else's language, ideas or other original (not common-knowledge) material without acknowledging its source." (Council of Writing Program Administrators, "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices") One type of example would be copying the definition of control of error directly from page 63 of MONTESSORI—A MODERN APPROACH and not using quotation marks and including in your writing a citation of where the definition came from. Anything copied and pasted from the internet must also be acknowledged. (See the above example of the definition of plagiarism.) The first incident of plagiarism will result in a failing grade for that assignment and being placed on academic probation. The second incident will result in dismissal from the FMAE program.

EXTENDED ENROLLMENT AND INACTIVE ENROLLMENT

For enrollment that extends beyond the twelve (12) month completion date for the summer schedule or twenty-one (21) months for the year-round schedule, or enrollment that has become inactive (defined as no progress toward course completion within a year period) there is a registration fee of \$100.00 to extend or to reactivate the enrollment. Students who extends his/her coursework beyond the three years following the end of the academic phase must be a current member of AMS for recommendation for an AMS credential.

CREDITS

Three quarter undergraduate units (equivalent to two semester units) of academic credits are available per class. Credits will be issued by California State University-East Bay Extension. There is also the option of taking the course for no credit, purely for personal enhancement or to see if the subject matter meets the needs of the prospective student.

AMS EARLY CHILDHOOD CREDENTIAL

To receive An AMS Early Childhood Credential, all quarters must be satisfactorily completed with a final grade of "B" or higher, including two quarters of internship, an honors class. A 90% attendance rate must be maintained for each class and for the program as a whole. Additional classes in Child Development (3 units); Child, Family, and Community (3 units); and Early Childhood Administration (3 units) will also be required. These classes are offered at several local colleges and on-line at varying costs. Credit for these classes may be transferred to FMAE if they meet the minimum standards set forth by FMAE. A copy of these standards is available upon request. A student may also receive a Certificate of Completion issued by CSU-East Bay. See Appendix B.

AMS CREDENTIAL REQUIREMENTS

Full Credential: submission of an official/original college transcript from an accredited college/university indication the awarding of a Bachelor's degree.

International Credential: submission of an official transcript/official English translation with a transcript or an original evaluation of an official transcript from a US credentialing agency or US accredited college/university.

Associate Early Childhood Credential: submission of a notarized high school diploma or equivalent or official/original copy of a college transcript from an accredited college/university indication a high school diploma or equivalent and a Bachelor's degree in process. An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves only as holding an *AMS Associate Early Childhood credential*. Each Associate Credential candidate is responsible for verifying local regulations to determine qualifications for employment. AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within 7 years of credentialing.

FMAE ADMISSION PROCEDURE:

The admission procedure begins with the applicant's request for information and the discussion between the prospective applicant and the Center. Determining "the best fit" is the conversation that ensues and requires sincere reflective thinking on the part of the prospective applicant. The "fit" is multi-dimensional, taking into account familial needs, time, financial constraints, professional suitability, and further consideration. This inner process, aided by FMAE with information, is the critical reflective, and first, step in the admissions procedure.

The next step is the submission of the application online at famt.org along with the admission fee. The complete application is submitted online. A letter acknowledging receipt of the application and documents (or the need to submit lacking documents) is sent to the applicant.

FMAE ADMISSION REQUIREMENT

English as a Second Language:

English language services are not provided. Adult Learners must have a Level 3—Intermediate English proficiency. To be classified as having Intermediate English Language Proficiency, ESL Adult Learners must meet the following criteria:

A score of 57 or higher on the Internet-based Test (iBT) or 490 on the Paper-based Test (PBT) is required. International English Language Testing System (IELTS) scores of 5.0 or higher can be accepted in lieu of the TOEFL. Or pass schools's pre-test.

Minimum requirement:

- 1, B.A. or B.S. degree. Or a high school or GED diploma is required.
- 2, Must provide original diploma and transcript from your previous schools.
- 3, Must provide your handwritten Personal statement of your objective, previous training, and experience with children and professional.

TRANSFER POLICY

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

The candidate must:

- Be within the three-year time limit following the original academic phase
- Be a current member of AMS

FMAE will:

- Review and evaluate the credential and portfolio of the candidate; utilize proficiency pretesting to plan a program of study
- Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications
- Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation
- Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum
- Assess and evaluate proficiency as required by the AMS-affiliated teacher education program
- Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

Transfer from Teacher Education Programs not recognized by AMS:

- Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted.
- The candidate must take the full AMS credential course.

WHEN AND WHERE

The Fountainhead Montessori Adult Education Program is held on Tuesday and Thursday evenings during the Fall, Winter and Spring Quarters. All classes will be from 6:30-9:45 p.m. Each quarter is 11 weeks long. Art, Music and Movement is held in the Summer Quarter (June). Music and Movement are presented in a Saturday Workshops. Art is presented on one Saturday and four Tuesday and Thursday evenings. There are no classes During July and August. All classes take place at Fountainhead Montessori School, Dublin, CA in the FMAE Teacher Education room # 200. This recently renovated campus offers several lovely, fully equipped early childhood classrooms which offer the students the opportunity to examine the implementation of the Prepared Environment and the aesthetic styles of a variety of master teachers. The campus is easily accessible from many directions.

CAMPUS LOCATION

From Walnut Creek

680 S
Exit at Dublin Blvd
Left at Amador Plaza Road

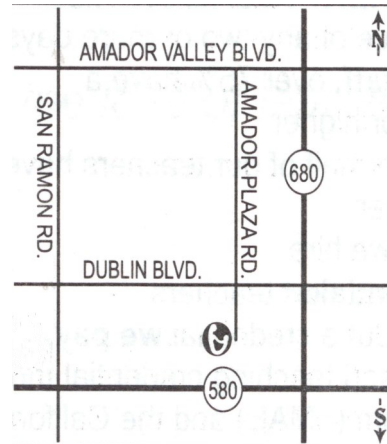
From Tracy

580 W
Take San Ramon Road/Foothill Road
Exit to Dublin
Turn right at San Ramon Road
Turn right at Dublin Blvd.
Turn right at Amador Plaza Road

From Hayward

580 E towards Stockton
Exit at San Ramon Road
Turn right at Dublin Blvd.

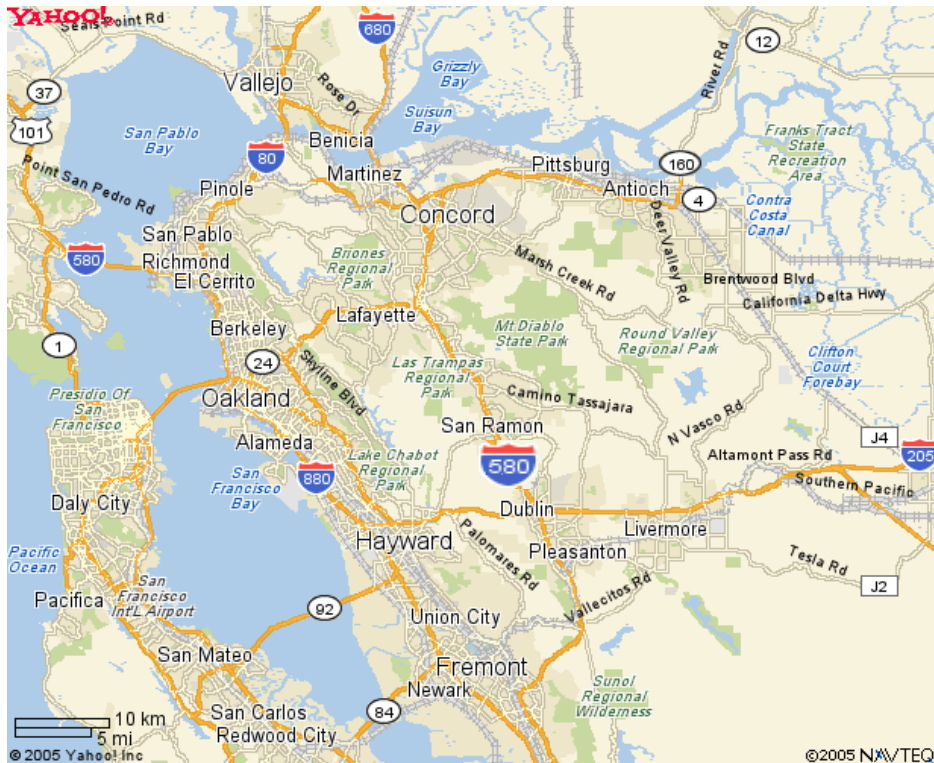
**Dublin Campus 6665 Amador Plaza Road
Administrative Offices Suite 200**



TRAINING SITE LOCATION

Sarah Zimmerman began teaching Montessori early childhood education courses for College of Notre Dame in Belmont, Saint Mary's College in Moraga, and Contra Costa College. Sarah's Montessori training course at Contra Costa College was accredited through MACTE's predecessor ACCESS. Subsequent to leaving Contra Costa College, Sarah Zimmerman and Maryanna Heginbottom continued the same program offered through California State University, East Bay. The program location at 6665 Amador Plaza Rd., Dublin, CA is easily accessible to students throughout the Bay Area. Discovery Bay, Livermore, Union City, Milpitas, San Jose, Antioch, Oakley, Alameda, Danville, Dublin, Pleasant Hill, Concord, Walnut Creek, Berkeley, Oakland, San Leandro, San Francisco, and Hayward among other cities.

MAP OF THE GREATER BAY AREA



**A detailed street map
and directions may
be downloaded from
Google Maps.**

FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics at the adult level so adults observe Montessori in action. (*Modeling*)
2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (*Respect*)
3. The development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. (*Peaceful Community*)
4. The recognition of the vital importance of observation in the teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one's own classroom. (*Observation*)
5. A recognition that teaching/learning takes place through interaction with environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult's learning. (*Environment*)
6. Assessments are part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. (*Assessment*)
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. (*Life-long learner*)
8. As children /adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. (*Constructivist Theory*)
9. The developmental continuum is honored across time, place and cultures through 1) equal appreciation across all levels infancy through adults; 2) the child/adolescent and the teachers learning from each other; 3) Montessori pioneers, current teachers, and aspiring teachers. (*Continuum*)
10. Understanding the underpinnings of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated, spiral curriculum and the attitudes that the universe is an evolving, self-organizing force that offers many possibilities. (*Cosmic Education*)
11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. (*Spirituality and Transformation of the Adult*)
12. The function of the Practicum Phase is to provide for the adult learner a supervised teaching/ learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. (*Practicum*)

AMS requires all AMS-affiliated teacher education programs agree to adhere to and embrace the Fundamental Tenet of an AMS-affiliated Teacher Education Program.

AMS Teacher Education Action Commission (TEAC), Adopted October, 2014

COMPETENCIES AND COURSEWORK

SAMPLE JOB DESCRIPTIONS

The Fountainhead Montessori Adult Education course of study including completion of Child Development, Child Family and Community, and Administration classes culminating in an AMS Early Childhood Credential, prepares the student for the job of teacher- also known to Montessorians as "Directress". A sample job description may include the following qualifications and duties.

Directress/Director/Teacher

The person selected for the position of Directress/Director/Teacher will be responsible for the general supervision and management of a class of children ages of 2 ½ through 6 years and is directly responsible to the Site Director/Administrator.

Qualifications:

The person selected for this position must be professionally prepared as a teacher of young children, especially in the field of early childhood education or development, and must be able to meet the requirements of the licensing agency. This person must be a sensitive and mature individual who is able to relate well to both children and adults. This person must have the personality and ability to provide leadership and stability for program continuity.

Responsibilities will include, but will not be limited to, the following:

- To take directions of Administration
- Plan, supervise and implement the program for the class in accordance with the policies and philosophy of the school.
- Gear the program to the needs of individual children with concern for their interests, handicaps, special talents and individual style and pace of learning.
- Consider individual children in relationship to their cultural and socioeconomic background.
- Help children become aware of their roles as integral members of a group.
- Be responsible for the ordered arrangement, appearance, décor and learning environment of the classroom.
- Conduct parent conferences on children's school adjustment and classroom behavior when necessary.
- Assist Administrator in explaining the program to visitors.
- Assist Administrator in the ongoing evaluation procedures needed to assess the developmental levels of the children.
- Assist Administrator in parent-school relationships.
- Attend all staff meetings and recommended training programs and be responsible for demonstration of activities.
- Attend meetings and conferences of professional organizations appropriate for preschool educators, sometimes as a representative of the school.
- Open classroom each morning as contracted.
- Plan and execute appropriate activities for the children each day in language, math, science, and cultural experiences.
- Observe and evaluate each child's progress, provide a written report to the child's file and parents at least twice during the school year.

MACTE COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

Categories of Competency	As relates to each level the candidate for certification understands:	Suggested Evidence
I. Knowledge		Written and Oral assignments and examination results
	1a. Montessori Philosophy	
	1b. Human growth and development	
	1c. Subject matter for each course level not to exclude: cosmic education Peace education Practical life The arts Fine and gross motor skills	
	1d. Community resources for learning	
II. Pedagogy	Understands:	Written and oral assignments, examinations and demonstrations
	2a. Correct use of Montessori Materials	
	2b. Scope and sequence of curriculum (spiral curriculum)	
	2c. The prepared environment	
	2d. Parent/teacher/family/community partnership	
	2e. The purpose and methods of observation	
	2f. Planning for instruction	
	2g. Assessment and documentation	
	2h. Reflective practice	
	2i. Support and intervention for learning differences	
	2j culturally responsive methods	

MACTE COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

Categories of Competency	As relates to each level the candidate for certification understands:	Suggested Evidence
III. Teaching with Grace and Courtesy	As relates to each level the candidate for certification demonstrates and implements with children	<ol style="list-style-type: none"> 1. Employer, Field Consultant, Supervising Teacher observation and evaluation 2. Children's learning and progress 3. post-graduate professional performance
	3a. Classroom leadership	
	3b. Authentic assessment	
	3c. The Montessori philosophy and methods (materials)	
	3d. Parent/teacher/family partnership	
	3e. Professional responsibilities	
	3f. Innovation and flexibility	

RIGHTS AND RESPONSIBILITIES Revised: 10/2009

Fountainhead Montessori Adult Education Program maintains its rights as a training program and expects the students to be responsible for the following:

In the area of academic programming:

1. To be informed by reading the information disseminated by the program.
2. To take an active part in planning and executing your course study within the context of stated requirements.
3. To continually monitor your academic progress.
4. To attend class and participate in other learning activities, come prepared and complete assignments on time.
5. To embrace the principle of academic honesty.
6. To respect the freedom of our staff to inquire, publish, and teach.
7. To respect the facilities and property of the program, including buildings, books, and equipment.

In areas of finance:

8. 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 any questions.
9. To satisfy financial obligations to the program in a timely fashion.

In the area of admissions:

10. To read published information and make an informed decision to enroll in the program.
11. To represent yourself honestly in applying to the program.
12. To complete the application process promptly by submitting requested material 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 credit is due.
3. 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 records of grades; to guarantee confidentiality and student access to records.
4. To provide adequate facilities and services to support academic courses.
5. To offer quality instruction through instructors with appropriate training and expertise, who are up to date in their field, meet scheduled classes, come to class prepared and are available to students outside class.
6. To describe program requirements clearly and accurately; to ensure that requirements are educationally meaningful.
7. To embrace the principle of academic honesty.
8. To publish causes for dismissal in clear specific form; to dismiss a student only for appropriate cause, and after due process.

In the area of advertising:

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

In the area of finances:

10. To inform students of the full cost of the program.
11. To employ fair published refund policies.
12. To keep records of fees paid by student.
13. To inform students about financial instability in the event such a condition should exist.

In the area of admissions:

14. To make available written policies on admission.
15. To give prospective students as complete and accurate a picture of the program as possible.

COURSE OF STUDY AND COURSE CYCLE DURATION

Early Childhood (2 1/2 through 6 Years)

The academic phase is composed of lecture, presentation with materials, group process/discussion, and supervised practice with materials, with a minimum of 300 hours on-site, direct contact between instructor and student. There are a total of ten academic classes. The student may choose to complete the academic course work in 2—3 years depending on the rate at which classes are taken. If the student is pursuing a credential, he/she must complete the course cycle, which includes the academic classes as well as the practicum, **within three years**. See [page 5-6](#) Withdrawal Policy, Leave of Absence Policy, extended enrollment and for Dropout procedure.

Upon satisfactorily completing all the core academic classes with a grade of “B” or better , students may enroll for the honors student teaching practicum. No part of the student teaching practicum may precede the beginning of the academic phase of the course and student teaching must be preceded by sufficient and appropriate coursework to prepare the student for a successful experience. core academic classes includes Philosophy, Arithmetic, Practical Life, Sensorial, Nature Science, Language, Art Music & Movement EC Child Development, EC Child Family and Community and EC Administration . The practicum is comprised of a minimum of 540 hours, providing the student with a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.

Written English Competency Policy:

All instruction and communication is conducted in English and all materials are written in English. Students must demonstrate a competency in written English in order to enter the Honors Practicum Internship phase of Fountainhead Montessori Adult Education. There will be an on-going evaluation of this skill during each class through written assignments, i.e. class examinations, rationales, and papers. Each of these assignments will receive a content score and a pass/fail grammar/English Usage score. The grammar/English Usage score will not effect the outcome of the final grade. The student must receive a passing grade in content/grammar and English Usage by the end of the curriculum phase in order to enter the Honors Practicum Internship phase.

Academic Calendar

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
<p>Philosophy: Tuesdays 9/19/17—12/12/17 6:30—9:45 PM</p> <p>No class Halloween (10/31/17) Thanksgiving week</p> <p>Language: Thursdays 9/21/17—12/7/17 6:30—9:45 PM</p> <p>No class Thanksgiving week</p> <p>Observation: 9/13/17 6:00—9:30pm 10/4/17 6:30—8:45pm 10/17/17 6:30—9:45pm</p> <p>Parent Involvement: 11/1/17 6:15—9:45pm</p>	<p>Practical Life: Tuesdays 1/2/18—3/13/18 6:30—9:45 PM</p> <p>Mathematics: Thursdays 1/4/18—3/15/18 6:30—9:45 PM</p> <p>Classroom Leadership: 3/7/18 6:15—9:45pm</p> <p>Practicum Seminar: 19 hrs 12/6/17, 1/3/18, 2/7/18, 4/11/18 6:30—9:30pm 5/2/18, 5/9/18, 6:00—8:00pm 6/6/18 6:30—9:30pm</p>	<p>Sensorial: Tuesdays 3/20/18—5/29/18 6:30—9:45 PM</p> <p>Natural Science: Thursdays 3/22/18—5/31/18 6:30—9:45 PM</p>	<p>Art: 6/2/18 Saturday 9:00—3:30 6/5/18 (Tues) 6:30—9:00 6/7/18 (Thurs) 6:30—9:00 6/12/18 (Tues) 6:30—9:00 6/14/18 (Thurs) 6:30—9:00</p> <p>Movement: Saturday 6/16/18 9:00 AM—3:30 PM</p> <p>Music: Saturday 6/23/18 9:00 AM—3:30 PM</p>
<p>Language: Tuesdays 9/18/18—12/4/18 6:30—9:45 PM</p> <p>No Class Thanksgiving Week</p> <p>Philosophy: Thursdays 9/20/18—12/6/18 6:30—9:45 PM</p> <p>Observation: 9/12/18 6:00—9:30pm 10/3/18 6:30—8:45pm 10/16/18 6:30—9:45pm</p> <p>Parent Involvement: 10/31/18 6:15—9:45pm</p>	<p>Mathematics: Tuesdays 1/8/19—3/19/19 6:30—9:45 PM</p> <p>Practical Life: Thursdays 1/3/19—3/14/19 6:30—9:45 PM</p> <p>Classroom Leadership: 3/6/19 6:15—9:45pm</p> <p>Practicum Seminar: 19 hrs 12/4/18, 1/2/19, 2/6/19, 4/10/19 6:30—9:30pm 5/1/189 5/8/19, 6:00—8:00pm 6/5/19 6:30—9:30pm</p>	<p>Natural Science: Tuesdays 3/26/19—6/4/19 6:30 m—9:45 PM</p> <p>Sensorial: Thursdays 3/26/19—6/6/19 6:30—9:45 PM</p>	<p>Art: 6/8/19 Saturday 9:00—3:30 6/11/19 (Tues) 6:30—9:45 6/13/19 (Thurs) 6:30—9:45 6/18/19 (Thurs) 6:30—9:45 6/20/19 (Thurs) 6:30—9:45</p> <p>Movement: Saturday 6/22/19 9:00 AM—3:30 PM</p> <p>Music: Saturday 6/29/19 9:00 AM—3:30</p>

CLASSWORK AND ALBUMS

For each class there will be work required which will be part of the basis of the final grade. This will include but not be limited to class discussion, class notes, preparing materials, reading and reading logs, practice and practice logs, selection of Montessori quotes, observations and the subject album. (Required forms for each class will be distributed the first night of class.) The teacher will discuss the format and the number of observations at the beginning of each class. Each observation will consist of a two-hour (minimum) visit to an appropriate Montessori early childhood class and will focus on aspects of teaching, environment, materials and children as specified for each course.

The Album is your teaching manual to grow and expand as you do and may be a constant companion in the classroom. You will receive the write-ups and pictures to include in the Albums after registering for the class. You will be required to construct specific Write-Ups of presentations to be included in your Albums. You may also include additional (unassigned) write-ups and pictures.

Album Requirements: Please use a checklist for each educational manual.

Each album should contain:

- a. Title page with student's name (additional insurance would be to include address and phone number).
- b. Rationale for each area.
- c. Contents following class outline. They will be categorized for ease of reference.
- d. Information or write-ups for material covered. Some subject matter will be written up by student.
- e. Pictures or drawings illustrating each exercise. Showing appropriate layout and coloring.
- f. Class notes are to be included.
- g. Include record keeping techniques.
- h. Observations for Montessori Environments. These will not be returned to you so make copies for yourself.
- i. Spelling correct. Neat and tidy.
- j. Beautiful and aesthetic.
- k. Additional materials which individualize and personalize your album are encouraged.
- l. Acetate covers are suggested, but not mandatory (the cost doesn't have to be high).

Library

FMAE maintains a library of educational books and professional magazines that may be used on site by students enrolled in the program. Copies of required texts as well as supporting books are included in the collection.

CLASS DESCRIPTIONS

Montessori Philosophy TED 7665 (35.75hrs.) (32.5 hours instruction, 3.25hrs exam/practicum) (3 units)

Fall 2017 Tuesdays **and** Fall 2018 Thursdays (September—December)

Instructor: Maryanna Heginbottom

This class will provide an in-depth look at Dr. Montessori's life and work including an overview of the Montessori Movement. Other topics will include preparation of the teacher, setting up an environment, observation, discipline vs. discipleship, and parent education. Two 2-hour focused observations will be required.

Practical Life TED 7677 (35.75 hours) (32.5 hours instruction, 3.25 hours exam/practicum) (3 units)

Winter 2018 Tuesdays **and** Winter 2018 Thursdays (January – March)

Instructors: **USHA GUPTA**

This course will give detailed examples and activities for the philosophy and rationale of Practical Life, ground rules, grace and courtesy; control of movement; developing the hand; care of self; care of environment; food preparation and nutrition. Two 2-hour focused observations will be required.

Sensorial TED 7667 (35.75 hours) (32.5 hours instruction, 3.25 hours exam/practicum) (3 units)

Spring 2018 Tuesdays **and** Spring 2019 Thursdays (March– May)

Instructor: **Julianne Golden**

This class will provide the philosophy and rationale for the Sensorial materials, giving a comprehensive view of the materials aiding the development and refinement of the senses. These will include (1) Sense of sight, discriminating dimension and form, color, or shape. (2) Auditory sense, including the silence game (3) Olfactory sense, (4) Baric sense, (5) Tactile sense, (6) Stereognostic sense. Two 2-hour observations will be required.

Art, Music & Movement 7670 (28 hours) (3 units)

Summer 2018 **and** Summer 2019 Tuesdays, Thursdays & 3 Saturday Workshops

Instructors: **Julianne Golden (Art), Carolyn Lucento (Music), Tom Robles (Movement)**

Art will introduce the student to art history art appreciation and the art media. Exploration and creation of art activities will be included. The Music Workshop will include singing, rhythmic & instrumental skills, movement and body awareness. The Movement Workshop will cover Movement, body awareness, non-competitive games, as well as, loco-motor, stationary & game skills.

Two 2-hour focused observations will be required.

Language TED 7666 (35.75 hours) (32.5 hours instruction, 3.25 hours exam/practicum) (3 units)

Fall 2017 Tuesdays **and** Fall 2018 Thursdays (September – December)

Instructor: **Julianne Golden**

This class will give the philosophy and rationale of the language curriculum. Included will be an overview of receptive and expressive language experiences, visual and auditory perceptual experiences and vocabulary development and enrichment. The basic language materials, such as Sandpaper letters, Movable alphabet and Metal insets, as well as writing, reading, and grammar will be covered. Two 2-hour focused observations will be required.

Arithmetic: Methods and Materials TED 7669 (35.75 hours) (32.5 hours instruction, 3.25 hours exam/practicum) (3 units)

Winter 2018 Thursdays **and** Winter 2019 Tuesdays (January – March)

Instructor: **Julianne Golden**

This class will provide the philosophy and rationale for arithmetic in the early childhood curriculum. Materials covered will include those aiding the development of these concepts and skills: (1) Introduction to numeration; (2) The decimal system, and the functions of the decimal system; (3) Linear and skip counting; (4) Operations and memorization of facts; (5) Fractions. Two 2-hour focused observations will be required.

Montessori Observation (8 hours) (no college credit)

Fall 2017: Practicum Phase 9/13/17 (9/12/2018) and 10/4/17 (10/3/2018) , enrollment in Practicum Internship mandatory, Academic Phase 10/17/17 (10/16/18), enrollment in Philosophy mandatory
Instructor: Maryanna Heginbottom

Maria Montessori based the development of her work with children on her observations of them in an environment specifically designed to serve their needs. This seminar focuses on methods of observation, forming questions, biases, awareness of cultural differences, connecting with children, recording and reflecting, determining needs and the critical importance of the habit of observation in the Montessori classroom. The instruction, assignments and presentations will be offered 3 classes, Observation Introduction is offered during the Academic Phase during the Philosophy class. The remaining 2 classes are offered during the Practicum Phase in the September & October classes . The modes of instruction are discussion, lecture, role-playing and documented observations.

Parent Involvement/Conferencing (3.5 hrs.) (no college credit)

Fall 2017: 11/1/17, Practicum Phase enrollment mandatory

Instructor: Maryanna Heginbottom

The art of working with parents, refining communication and conferencing is presented. The focus of this class will be working to build a positive team with parents and teachers involved for the benefit of the child. The modes of instruction are discussion, lecture and activities.

Classroom Leadership/Professionalism (3.5 hrs.) (no college credit)

Spring 2018: 3/7/18, Practicum Phase enrollment mandatory

Instructor: Maryanna Heginbottom

In this class, the role of the Montessorian in the classroom, the school and the community are examined. Students will identify the qualities needed to provide a safe environment for collaborative learning and responsibility sharing in the classroom, school and community. The modes of instruction are discussion, lecture and activities.

Natural Sciences 7675 (35.75 hours instruction) (3 units)

Physical & Life Sciences (29.25 hours) and Social Studies (6.5 hours)

Spring 2018 Thursdays **and** Spring 2019 Tuesdays (March - May)

Instructors: **Amy Griffis /Ichha Sharma**

Physical Science & Life Sciences: (29.25 hrs.) The Physical Sciences will cover the philosophy, rationale, methods and materials for Physics. The Life Sciences will cover the philosophy, rationale, methods and materials for Botany and Zoology. The Earth Sciences will cover the philosophy, rationale, methods and materials for Geology, Astronomy, and Meteorology.

Social Studies: (6.5 hrs.) The Social Studies will cover the philosophy, rationale, methods and materials for Physics. The Life Sciences will cover the philosophy, rationale, methods and materials for Geography: Land & Water Forms, Globes, Maps, Flag & Multicultural Awareness. History: Time, Calendar, Season, Personal History. Ecology: Recycle, Reuse, Reduce.

All subject matter will be appropriate for the Early Childhood Curriculum with an overview of the sequence, methods and materials for these subjects, development of objectives, materials and written exercises, relation of materials and concepts to developmental continuum, child characteristics and level of difficulty. Two 2-hour focused observations in a Montessori 3—6 year-old class will be required. The mode of instruction Lecture, large group discussion, small group discussion, demonstration, participation, practice, observation, written assignments.

Practicum: Internship Component (minimum 540 hours)

No part of the practicum may precede the beginning of the academic phase of the program and student teaching must be preceded by sufficient and appropriate core coursework to prepare the student for a successful experience. Students must attain a grade of “B” or higher in **all classes** with 90% attendance in order to qualify for the Practicum Honors class. Competency in written and oral English language is a prerequisite. **Core academic classes includes Philosophy, Arithmetic, Practical Life, Sensorial, Nature Science, Language, Art Music & Movement EC Child Development, EC Child Family and Community, and EC Administration.**

This internship is a supervised student teaching in an early childhood classroom under the direction of a master teacher. (See Practicum Standards and Responsibilities pages 20 - 22). The internship provides in-depth, hands-on experience working directly with children in a prepared environment. The student teacher will prepare lesson plans, make materials, record observations of children and prepare parent conference forms under the guidance of the master teacher. The student teacher will be responsible for assisting with preparing the environment and classroom management. The student will keep a journal, a practice log and do (6) six hours of outside observations. The master teacher will prepare monthly evaluations of the student teacher’s progress. The supervising teacher will conduct a minimum of three on-site observations and evaluations of the student.

Practicum: Seminar Component (18 hours) (6 units)

Fall 2017 Wednesdays TED 7693-HA (September – December)

Spring 2018 Wednesdays TED 7618-HA (January – June)

Instructor: Maryanna Heginbottom

The student will register for 2 quarters – Fall and Spring. Seminars continue on a monthly basis throughout the year. These classes will provide the philosophy and rationale of student teaching. Included are in-depth overviews of classroom management and leadership, parent education and conferencing, professionalism and problem solving. In addition each student will prepare a comprehensive child study based on a minimum of 18 hours of direct observation. A year-long synthesis project will be required demonstrating the students’ ability to develop a unit of study for the classroom which includes preparing materials in all subject areas.

EC Administration (28 hours) (3 units)(no college credit)

Fall 2018: Saturdays & Sunday: 8:30—11:30 PM, 12:30 – 3:30 PM (9/22/2018 –10/6/2018)

Instructor: Karen Galloway

This course is a study of the role and responsibilities of an early childhood administrator. Special focus is on program monetary matters, space management, curriculum, health and food services, and relations among the public, staff, and parents. The course covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. The course examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Students are required to observe licensed or license-exempt programs in their community. This course presents effective strategies for personnel management and leadership in early care and education settings. The course includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Child Development (28 hours) (3 units)

Fall 2018: Saturdays & Sunday: 8:30—11:30 PM, 12:30 – 3:30 PM (10/7/2018 –10/21/2018)

Instructor: Dayna Turner

This course is designed for students to study the growth and development of children from the prenatal stage through adolescence. For each stage of development, the physical, cognitive, linguistic, social-moral, and emotional aspects of development with attention to both typical as well as atypical development in each area is discussed. Included are the influences of culture, family, and the environment. The material on this course is designed as a foundation for teaching, nursing, early childhood education, and parenting.

***Child Development, *Child Family and Community, * Administration Classes:**

See Appendix B

Student Services are not directly provided by FMAE. The instructors and Director of the course are available for academic advice and counsel on an individual basis. Fountainhead Inc. maintains a health care resource referral file available to students enrolled in FMAE.

- *No instruction in English as a second language is provided. Instruction is in English only.*
- *Academic advice and counseling are available before and after class or by appointment.*
- *No health care services are provided. FMAE maintains a health/psychological care resource re-*

BOOKS, MATERIALS AND ADDITIONAL RESOURCES

These books will be used at times throughout the program. Students may wish to develop a personal library of Montessori writings. Books may be purchased at cost from FMAE.

BOOKS

The Montessori Method, Montessori
Maria Montessori: A Biography, Kramer
The Secret of Childhood, Montessori
Montessori, A Modern Approach, Lillard
The Hidden Hinge, Packard

Maria Montessori: Her Life and Works,
Standing
The Absorbent Mind, Montessori
Discovery of the Child, Montessori
The Power of Observation, Jablon, Dombro,
Dichtelmiller

These materials will be supplied for the appropriate class. The cost is included in the materials fees for each class.

ALBUM MATERIALS

Art Activities for Children
Art Appreciation and Art History
Color Outline
Natural Sciences—including:
Physical/Life Sciences & Social Studies

- History Activities
- Physical Science
- Astronomy
- Meteorology
- Geology
- Geography
- Botany
- Zoology
- Ecology

Philosophy Outline
Practical Life Activities
Sensorial Activities
Language Activities
Arithmetic Activities
Movement
Music
Internship Handbook

The training site is within reasonable distance of the local public library where additional pertinent resources are available. In addition the training site has materials relating to Montessori and child development available. Several local colleges have excellent education libraries including CSUEB, Las Positas College, Chabot College and St. Mary's College.

GRADING

Albums:

The Album is due the last night of class. The grade of late Albums will be lowered one level each week thereafter.

- A – 50 pts All requirements met, aesthetically pleasing, extras
- B – 40 pts All requirements met, aesthetically pleasing
- C – 30 pts All requirements met
- D – 20 pts A requirements not met
- F – 0 pts Two or more requirements not met or not turned in

Exams:

Each class will have a final exam and a written rationale which will count as significant portions of the final grade. Written exams will cover coursework and required reading. Formats may include multiple choice questions, short essays, and sample lesson plan write-ups. The exams for Practical Life, Sensorial, Language, and Math which are core curriculum classes will also include a practicum component during which the student will demonstrate understanding of and proficiency with several key materials. The student will present the materials and discuss the rationale, goals, points of interest, and other aspects of the work to the exam proctor.

The number of points per exam may vary. Grades will be based on the percentage of possible points received.

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 0 – 59%

General Grading Policies:

Grades are based on attendance, participation, albums, exams, assignments and observations. Each component will be assigned a point value. The number of points for each course may vary. Letter grades for classes will be based on percentage of points earned.

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 0 – 59%

Students must attain a grade of “B” or higher in all classes with 90% attendance in order to qualify for the Practicum Honors class.

WHAT IS A PRACTICUM?

The student teaching practicum is an honors class which requires an “A” or “B” in each academic class, a “Pass” in written English, a 90% attendance rate, English Competency, and the approval of the program director. It consists of two main components- the internship and the seminars. The practicum shall not precede the beginning of the academic phase of the program as the student must be sufficiently prepared to make the most of the student teaching experience.

Before the internship or student teaching portion of the practicum, the supervising teacher will meet with each eligible student to discuss the selection of an internship site as well as practicum standards and responsibilities. The internship will consist of a minimum of 540 hours – a full academic year of teaching – with a master teacher in an approved Montessori early childhood classroom.

During the same academic year the student will register for fall and spring quarters (6 quarter units total) to complete at least 30 hours of seminars. This includes ten evening meetings the first Wednesday of each month and one presentation evening to be announced. These seminars will cover a variety of such relevant topics as observation, classroom management, parent education professionalism, leadership, peace education and licensing & regulations. Required forms, assignments and synthesis project information will be distributed at the first seminar meeting. See the course description page 17 and the practicum standards and responsibilities below for more information.

PRACTICUM STANDARDS AND RESPONSIBILITIES

A. School

1. Full age range: 2 ½ - 6
2. Equipped with full complement of Montessori materials.
3. School has a written non-discrimination policy for children and adults.
4. School meets all local and state regulations.
5. Janitorial services are provided.
6. School communicates its administrative policies and guidelines in writing.
7. School should provide job description and a contract agreement acceptable by all parties. Contract includes considerations of monetary compensation, hours and leave time.
8. Student not asked to assume total responsibility for a class.
9. AMS membership: It is recommended that the Practicum site be an AMS member school.
10. The site must agree to cooperate with the teacher education program.

B. On-Site Master Supervising Teacher

1. Hold an approved, or equivalent credential.
2. 2nd year of teaching (has had one full year experience as a head teacher).
3. In the student's room full time.
4. May have up to 3 interns in a single session, and not more than 2 in a double session (in each session).

5. Supervising teacher provides following experiences:
 - Preparation of environment.
 - Recordkeeping
 - Observing, reflecting, responding, assessing
 - Individual and group presentations
 - Structuring activities
 - Classroom management
 - Involvement with parents in:
 - Conferences
 - Open houses
 - Interviews
 - Involvement with staff in:
 - Meetings
 - Schedule regular review sessions
 - Complete all forms: Monthly report, quarter evaluation
 - Communicate with program director of difficulties

C. Requirements of Program

1. School resource books and manuals in all major curriculum areas.
2. An original project approved by program director.
3. Final written examinations and assessments of performance.
4. Contact with the program: Once a month, 3 of these being on-site evaluations (over a one year period).
5. Final written evaluation made by team:
 - a. Student
 - b. Program director
 - c. Supervising teacher
6. Inform school sites of standards.
7. Supply problem solving procedures.
8. Demonstrate financial viability to assure completion of full preparation cycle.

D. Requirements of Students

1. Familiarize self with policies and requirements
2. Fulfill requirements
 - Participate in experiences provided by supervising teacher
 - Participate in orientations, open houses, community and Montessori groups, as interests dictate.
3. Notify Director of any problems.
4. Fulfill all academic assignments and requirements.
5. Satisfy financial obligations to the program.
6. Complete program within 2 year period.
7. Deal with problems in a timely manner with those who can help. Do not criticize others. Do it your way, when it's your class.
8. Communicate with supervising teacher re: difficult child, not with the parents initially.
9. Confidentiality is a must.
10. Maintain record of hours using time cards. (to include the following)
 - Class Time
 - Preparation Time
 - Teacher Meetings
 - Parent Meetings
 - Parent Conferences

11. Maintain a journal of daily events.
12. Be prompt.
13. Pre- and post-class maintenance of the environment.
14. Meet informally with supervising teacher.
15. Have health and TB exams.
16. Provide for health and safety of children:
 - Anticipate and prevent accidents
 - Communicate all incidents
 - Be alert
 - No unsupervised children
 - Know emergency procedures

E. TRAINING SUPERVISOR

1. Meet with student, administrator and supervising teacher.
2. A minimum of three on-site visits and performance evaluations of student teachers during the certification cycle.
3. If time permits, confer with student and supervising teacher following observation.
4. Write evaluation of visit. Send copy to school, student, and training program.
5. Help student overcome areas of weakness as defined or identified by student, supervising teacher or self.
6. Write a letter of recommendation if requested.
7. Be available to students in some manner outside of training sessions: phone or office hours.

F. EVALUATIONS

1. Supervising teacher monthly reports.
2. Supervising teacher quarter report.
3. Student self evaluation.
4. Material evaluation judged by:
 - attractiveness
 - appropriateness
 - control of error
 - practicality
 - perceptively
 - effectiveness
5. Student journal: running accounts of all aspects.
6. Student involvement with all aspects of teaching.
7. Student timecard.

GRADING SYSTEM

A	90—100%	Excellent
B	80—89%	Good
C	70—79%	Satisfactory
D	60—69%	Poor
F	0—59%	Failing

RECORDS

The student should maintain personal records including classes completed, and grades received and records of all monies paid with receipts. Practice log, reading log and other records may be required for coursework.

Attendance records will be kept by the instructor – see the attendance policy page 5.

Fountainhead Montessori Adult Education maintains student files including financial and academic records are maintained together.

- The application for enrollment
 - Enrollment Agreement
 - Payments made
 - Refunds
 - Assignments completed
 - Observations
 - Test scores written and practicum
 - The synthesis project
 - Master teacher evaluations
 - Supervising teacher evaluations
 - Copies of any official advisory notices or warnings regarding the student's progress.
 - Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint
 - Upon course completion a copy of the student's transcript will be kept confidential in the students' permanent file.
- Student records are maintained for a minimum of five years after the student graduates.

The student's file shall contain the information as described in CCR73900 of the Bureau for Private Postsecondary Education Code. For confidentiality access is limited to appropriate staff and the individual student as described in CCR73910 of the Private Postsecondary Code.

Continuing Professional Development for Credential Holders

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met.

The United States Department of Labor's Standard Occupational Classification codes

Below is the list of the employment positions determined to be within the filed for which a student received education and training at the Detailed Occupation (six-digit) level. (5, CCR §74112 (d)(3))

25-2010, 25-2011, 25-2012, 25-3099

TRANSCRIPTS

Students may obtain a copy of their transcripts through CSU-EB :
<http://www.csueastbay.edu/students/student-services/student-records/transcripts.html>

Fountainhead Montessori Adult Education will provide a transcripts of classes taken and grades upon request.

APPROVAL TO OPERATE/ACCREDITATION

FMAE has approval to operate from:
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833 www.bppe@dca.ca.gov
Mailing Address:
P.O. Box 980818
W. Sacramento, CA 95798-8018

FMAE is accredited by:
MACTE Commission
420 Park Street
Charlottesville, VI 22902 www.macte.org
(434) 202—7793

APPENDIX A

§ 76215. Student Tuition Recovery Fund Disclosures.

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

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

(b) It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

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

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

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

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

APPENDIX B

Child Development, Child Family and Community, Administration classes may be completed at any accredited institution. The FMAE Program Director may grant transfer credit for these classes upon receipt of an official transcript showing a grade of "B" or higher and review of the class syllabus. Class requirements include the elements described in the class description. Fees for these classes may vary depending on the institution attended. For example a Junior College may charge \$36 per unit. These classes are usually 3 units each. Likewise a variety of qualified instructors are available depending on the accredited institution attended. See the appropriate college catalog for a class calendar.

Class Descriptions

Child Development (min 30 hrs) (3 units). (1) Theories of development. (2) Stages of development (3) Areas of development: (A) Physical, (B) Cognitive, (C) Emotional, (D) Social. (4) Current research.

Administration (min 30 hrs) (3 units) (1) Review of licensing requirements. (2) Starting a school. (3) Legal structures of schools. (4) Budget and financial. (5) Role of consultation and accreditation.

Child Family and Community (min 30 hrs) (3 units). Patterns of family living in modern society, including varying roles and interaction of family members; factors affecting family, including urban-suburban living, socio-cultural, racial and economic; relationship of the family to the preschool and to such community resources as represented by health, welfare, educational, recreational, religious, and counseling organizations.

Consult the following websites for further information regarding these classes:

Las Positas/Chabot College www.laspositascollege.edu

Contra Costa College www.contracosta.edu

Diablo Valley College www.dvc.edu

Cal State East Bay www.csueb.edu

Pacific Oaks College www.pacificoaks.edu

Chabot College www.chabotcollege.edu

APPENDIX C
Bureau for Private Postsecondary Education Required Information

The following information is required to be given to students enrolling in Fountainhead Montessori Adult Education by the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov
Phone (916) 431-6959, Fax (916) 263-1897.

CEC 94909 (a) (2): FMAE is a private institution and it is approved to operate by the Bureau for Private Postsecondary Education.

CEC 94909 (a) (3)A: Any questions a student may have regarding this catalog that have not been satisfactorily answered by FMAE may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, Phone (916) 431-6959, Fax (916) 263-1897, toll free (888) 370-7589.

CEC 94909 (a) (3)B: As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement

FMAE is a private institution that is approved to operate by the Bureau for Private Postsecondary Education.

CEC 94909: As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

CEC 94909: A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Web site (www.bppe.ca.gov)

FMAE does not participate in federal and state financial aid programs.

CEC 94909: If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

FMAE has no pending petitions in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec.1101 et seq.)

APPENDIX D

STUDENT COMPLAINT PROCEDURE

Frida Azari is the complaint designee. She is available by appointment Monday through Friday 9:30 a.m. to 4:00 p.m. at 6665 Amador Plaza Road, Dublin, CA 94568. Phone: (925) 820-1343.

MACTE (Montessori Accreditation Commission for Teacher Education),
420 Park Street, Charlottesville VA, 22902 Phone: (434) 202-7793. www.macte.org

AMS (The American Montessori Society) address is:

116 East 16th Street, New York, NY 10003-2163, Phone: (212) 358-1250, www.amshq.org.

BPPE (Bureau for Private Postsecondary Education)

2535 Capitol Oaks Dr., Ste. 400, Sacramento, CA 95798-0818, Phone: (888) 370-7589 or (916) 431-6959, FAX: (916) 263-1897; www.bppe.ca.gov

She will:

1. Investigate the complaints thoroughly, including interviewing all people and reviewing all documents that relate or may potentially relate to the complaint;
2. Reject the complaint if, after investigation, it is determined to be unfounded or to compromise or resolve the complaint in any reasonable manner, including the payment of a refund.
3. Record a summary of the complaint, its disposition, and the reasons; place a copy of the summary, along with any other related documents, in the student's file, and make an appropriate entry in the log of the student complaints as required by Section 73870;
4. If the complaint is valid, involves a violation of law, and is not resolved within 30 days after it was first made by the student, notify the Council, the accrediting association, and law enforcement authorities of the complaint, investigation, and resolution or lack of resolution. A person who has a duty to provide notice under this paragraph is not required to disclose any matter to the extent of that person's privilege under Section 940 of the Evidence Code, the institution shall appoint another person who may not lawfully claim that privilege, to provide the omitted information.
5. If the complaint is valid, determine what other students, if any, may have been affected by the same or similar circumstances and provide an appropriate remedy for those students;
6. Implement reasonable policies or procedures to avoid similar complaints in the future.
7. Communicate directly to any person in control regarding complaints, their investigation, and the resolution or lack of resolution.

A **student may lodge a complaint** by communicating orally or in writing to any teacher, or administrator. The recipient of the complaint shall transmit it as soon as possible to the person authorized to resolve complaints and shall attempt to resolve complaints related to that person's duties.

1. If the student orally delivers the complaint and the complaint is not resolved either within a reasonable period or before the student again complains about the same matter, the institution shall advise the student that a complaint must be submitted in writing and shall provide the student with a written summary of the institution's complaint procedure.
2. If a student complains in writing, the institution shall, within 10 days of receiving the complaint, provide the student with a written response, including a summary of the institution's investigation and disposition of it. If the complaint of relief requested by the student is rejected, the reasons for the rejection.
3. 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. Any document signed by the student that purports to limit or waive the student's rights and remedies is void.

CEC 94909(a)(15) NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIAL EARNED AT OUR INSTITUTION: The transferability of credits you earn at Fountainhead Montessori Adult Education (FMAE) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in FMAE is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you seek to transfer after attending FMAE to determine if your certificate will transfer. See Transfer Policy Page 4 of this Student Handbook.

CEC 94909: Fountainhead Montessori Adult Education does not award credit for prior experiential learning.

CEC 94909: Fountainhead Montessori Adult Education does not maintain dormitories nor is it involved in any housing placement services. We list below examples of housing and housing costs available in the area. We have no agreements with any of the housing options mentioned nor have we any knowledge of the conditions for rental with any of the following housing options.

Apartments for rent in the Dublin/Pleasanton, CA Area:

Avalon Dublin/Station 5200 Iron Horse Parkway Dublin, CA 94568	(855) 421-3469	\$1660—3713
Iron Horse Trail 6233 Dougherty Rd. Dublin, CA 94568	(877) 300-2065	\$1984—3144
Eclipse at Dublin Station 5300 Iron Horse Parkway Dublin, CA 94568	(888) 335-9229	\$1660—1694
Connolly Station 7550 St. Patrick Way Dublin, CA 94568	(925) 237-9183	\$1965—4227
The Promenade 5300 Case Ave. Pleasanton, CA 94566	(925) 402-1195	\$1645—2125
Stoneridge 6250 Stoneridge Mall Rd. Pleasanton, CA 94588	(925) 523-6390	\$1768—3347

The FMAE Handbook is an annual publication containing information on current programs, academic requirements, learning facilities, tuition and fees, and disciplinary issues concerning all applicants and students at FMAE. This catalog is subject to change without notice.

Fountainhead Montessori Adult Education reserves the rights to change admission requirements, the courses and their contents, the organization of curricula, retention programs, awarding of certificate, and other necessary rules and regulations. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. Every effort, however, has been made to assure that all regulations and curricula information contained in this Handbook are correct and updated as of Nov. 9, 2017. The time period covered by this catalog is from 11/09/2017 to 12/31/2018. This Handbook is available both online and in hardcopy format if requested. The FMAE Handbook and other pertinent information are also available at Office of Admissions as well as on the FMAE website at www.fmtt.org

The FMAE official website www.fmtt.org includes all of the following documents available to the public:

- (1) The school Handbook.
- (2) A School Performance Fact Sheet for each educational program offered by the institution.
- (3) Student brochures offered by the institution.
- (4) A link to the bureau's Internet Web Site.
- (5) The institution's most recent annual report submitted to the bureau.

All instruction provided at FMAE is at the address shown on the cover of this Handbook: 6665 Amador Plaza Rd. Dublin CA94568

Code of Ethics for Educators

This Code of Ethics for Educators was developed by the distinguished AAE Advisory Board and

by the Executive Committee of AAE. It contains four basic principles relating to the rights of students and educators.

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. The professional educator acts with conscientious effort to exemplify the highest ethical standards. The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics. FMAE Educators will follow the 4 principles:

PRINCIPLE I: Ethical Conduct toward Students

PRINCIPLE II: Ethical Conduct toward Practices and Performance

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

PRINCIPLE IV: Ethical Conduct toward Parents and Community

School counselors recognize and distinguish individual and group differences and strive to value all students and groups equally. School counselors promote the equitable treatment of all students in school and the community.

Revision date: 11-28-2017