



Montessori Hills Academy  
Teacher Certification Program

**Early Childhood Diploma**  
**2½-6 years**

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Adult Learner Handbook

July 2022

Time period covered by this handbook: 1 July 2023 thru 1 July 2025

## **WELCOME**

Dear Students,

Congratulations on your acceptance to the Montessori Hills Academy Teacher Certification Program. We want to express our excitement for your interest in Montessori, and wish you the best in your pursuit toward excellence in early childhood education.

Our main goal is to offer a professional program of the highest standards. We trust that the success of the Montessori Hills Academy Teacher Certification Program will translate into the greatest personally and professionally opportunities for you.

The philosophy and methods developed by Dr. Maria Montessori have been in existence for many years. However, never before has the climate been so right for its expansion into the many other fields concerned with optimum development of the child. Recognition of the success of Montessori Schools all over the world has heightened the interest of educators everywhere.

Your decision to become a part of this is to be congratulated. Your dedication during this educational journey will lead you to new and exciting discoveries that hopefully, will impact your future and the future of education.

This handbook is a guide in helping to answer questions you might have. This guide does not take the place of the many formal and informal meetings that will take place, as a group and individually, to discuss issues and concerns. The handbook is a reference and foundation from which to guide our operations, policies and procedures.

For your convenience,  
Again, welcome to the world of MONTESSORI.

*Sincerely,*  
*The Montessori Hills Academy Teacher Certification Program Staff*

# STAFF

## ADMINISTRATIVE STAFF

**Yoliand Valenzuela**

**Owner – CEO – Practicum Coordinator- Field Consultant  
Academic and Administrative Director – Student Services/ Field  
Consultant/ Substitute Teacher  
[Rev. 01/2021]**

**FACULTY:** The faculty represents a rich diversity of experience, knowledge, work styles and talents. We are committed to personal and professional growth and have made this an essential component of our development program.

## INSTRUCTORS:

**Janett Laborin- Field Consultant – Instructor.** Mrs. Laborin holds a Bachelor Degree in Early Childhood education and has more than 15 years of experience teaching children many of which at Montessori Hills Academy. Mrs. Laborin has been involved in the Teacher Certification Program for the past 5 years, assisting with the Early Childhood Education Program both as a lecturer and as an Academic Director for the program. Currently she is a teacher trainer in Practical Life, Observation Techniques and Leadership in the Teacher Certification Program.

**Geraldine Echegaray – Instructor.** Miss Geraldine is a graduate of the Universidad Pedagógica Nacional, holding a Bachelors Degree in Early Childhood Education. She also hold a Montessori Diploma in Early Childhood from the National Center for Montessori Education. She has many years of experience teaching children and joined the Teacher Certification three years ago. She teaches Sensorial, Art and many other subjects and contributes as a coordinator and teacher trainer substitute.

**Angelica Vasconcelos – Instructor.** Miss Angelica holds a Bachelors Degree in Clinical Psychology from the Cety's Universidad in Tijuana Mexico. She also holds a Montessori Early Childhood Diploma from the MISD an AMI Institute of San Diego. She has been involved in Montessori Education for more than 20 years. She is now a Teacher at Montessori Hills Academy Montessori School of children, and collaborates as a Teacher Trainer in the AMS Teacher Certification Program at Montessori Hills Academy TCP. She teaches Mathematics and Montessori Philosophy and is also a member of the examination committee.

**Cecilia Gutiérrez -Instructor.** Mrs. Gutierrez holds a Bachelor Degree in Clinical Psychology from the Centro de Enseñanza Técnica y Superior (CETYS) in Tijuana Mexico. She has more that 20 years of experience as a clinical psychologist and hold numerous diplomas in Gestalt and Humanistic therapy. She is also a university mentor and teacher in UABC in Mexico. She collaborates in the Montessori Teacher Certification Program as a Teacher Trainer for the subjects of Child Development and Parent Child and Community.

**[Rev. 06/2023]**

## FIELD CONSULTANTS:

**Janett Laborin**

**Yoliand Valenzuela**

**[Rev. 01/2021]**

THIS SECTION OF THE STUDENT HANDBOOK SERVES AS THE SCHOOL CATALOG REQUIRED BY THE CALIFORNIA EDUCATION CODE.

PRIOR TO ENROLLMENT, YOU MUST BE PROVIDED, EITHER IN WRITING OR ELECTRONICALLY, WITH A SCHOOL CATALOG.

“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.”

“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 Internet Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov).”

CLASSES ARE HELD AT: MONTESSORI HILLS ACADEMY 612 Paseo del Rey Chula Vista, CA 91911  
Phone (619) 421-2249 [www.montessorihillsacademy.com](http://www.montessorihillsacademy.com)

This catalog shall be updated annually. Annual updates will be made by the use of supplements or inserts accompanying this catalog. If changes in educational programs, educational services, procedures, or educational services, procedures, or policies required to be included in the catalog by state or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

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

Montessori Hills Academy Teacher Certification Program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE) until September 2023.

This Teacher Education Program is also affiliated by the American Montessori Society and our Programs fulfill requirements for the AMS Credentials for Early Childhood (2½-6 yrs.).

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# PROGRAM INFORMATION

## General Overview

### MISSION STATEMENT

Our Mission is to contribute to society by training Montessori guides who have a solid foundation based on the Montessori philosophy. Guides with a high level of understanding and professionalism, which allows them to guide children to discover their full potential.

The goal of the Primary Course (Early Childhood 2 ½ - 6) is to create transformed adults who will be sensitive and effective practitioners and creators of a Montessori environment, empathetic advisors to parents and enthusiastic representatives of the Montessori method, informing the general public about Maria Montessori's methodology and goal for human progress toward peaceful coexistence. In this manner, we can best serve the needs of the child.

### Our History

Montessori Hills Academy preschool was founded in January 2007, with the objective of providing a high quality of education to our community. In 2010, our vision expanded to our current location, where we guide children ages 2-6. In 2011, we were happy to announce our success in forming a certification program for Montessori guides and being able to offer them the place needed to practice their internship.

Montessori Hills Academy Teacher Certification Program opened its doors in 2011 as a Teacher Training Center. Our values have always been professionalism, love and dedication and our main goal is to form the Montessori Guides with high levels of competence and help them in the spiritual and emotional development as well. Montessori pedagogy focuses on the whole child: spiritual, psychological, emotional and mental development, and thus we believe that a Montessori Guide is not only the knowledge of the Materials and presentations. Education involves the whole person and manifests itself in physical, emotional, social, intellectual and spiritual growth. The work does not end up leaving the Environment, but rather it involves an interior transformation and profound self-observation, because what you have will be given to the children. That is why we strongly believe that the Montessori Method is not only an educational system, but rather it is a philosophy of life.

The faculty represents a rich diversity of experience, knowledge, work styles and talents. We are committed to personal and professional growth. Montessori Hills Academy Teacher Certification Program has always offered rigorous, practical and in depth Montessori Teacher Preparation, in affiliation with American Montessori Society. Students gain a deep understanding of Montessori principles and practice delivered through a combination of lectures, discussion, observation and teaching practice. The quality of our graduates reflects the quality of our training: knowledgeable and compassionate, with teaching practice grounded in a thorough understanding of Montessori principles and Child Development.

## Accreditation/Affiliation



Montessori Hills Academy Teacher Certification Program is affiliated and accredited by both American Montessori Society (AMS) and Montessori Accreditation Council for Teacher Education (MACTE). Two International Organizations that monitor and certify Teacher Training Programs. For its operation, the Institute is also accredited and approved by the State of California Bureau for Private Post-secondary Education (BPPE), since August 2014. An approval to operate means the Bureau has determined and certified that the institution meets the minimum standards for integrity, financial stability, and educational quality, including offering of bona fide instruction by qualified faculty and the appropriate assessment of students' achievement prior to, during and at the end of its programs.

### **MACTE:**

MACTE is the premier, internationally recognized, standard-setting and accrediting body for Montessori teacher education. An accredited program is one that meets MACTE standards of excellence, demonstrates financial stability, offers a comprehensive curriculum, hires component and credentialed faculty, and has an array of services that respond to student's needs.

Students completing a MACTE-accredited program are assured of the broadest possible opportunity for acceptance of their Montessori credentials throughout the nation and world.

The following are some of the reasons MACTE accreditation is unique:

- MACTE accreditation is recognized by the U.S Department of Education.
- Standards of accreditation are reviewed and commented on by practitioners and educator in the profession; as well as the standards as they are designed to encompass diversity in curriculum content and in methods of instruction.
- MACTE staff will assist you with any questions you have concerning accreditation. You may visit our website at [www.MACTE.org](http://www.MACTE.org)

### **AMS:**

The American Montessori Society (AMS) is the foremost advocate for quality Montessori education. The American Montessori Society advocates for the Montessori Method in public and private schools throughout the United States, and publishes its own standards and criteria for its accredited member schools. AMS supports research and public policy that advocate for Montessori education.

AMS sets the high professional standards that inform Montessori education as practiced in AMS accredited schools and taught in AMS- affiliated Teacher Education Programs.



AMS is a vibrant community of schools, teacher, families, and others determined to make Montessori a strong and positive force in education (from AMS website)

Montessori Hills Academy Teacher Certification Program is a Private Institution approved by the BPPE to operate. For questions or inquiries please contact the Bureau:

## **BPPE:**

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Bureau Mission Statement: The Bureau exists to promote and protect the interests of students and consumers: (i) through the effective and efficient oversight of California's private postsecondary educational institutions, (ii) through the promotion of competition that rewards educational quality and employment outcomes, (iii) through proactively combating unlicensed activity, and (iv) by resolving student complaints in a manner that benefits both the complaining student and future students. The Bureau for Private Postsecondary Education came into existence on January 1, 2010, following passage of Assembly Bill 48, known as the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8).

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

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

- *A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 or by complaining in a complaint form, which can be obtained on the Bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov)*
- *Any questions a student may have regarding this catalog that have been not satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225, Sacramento CA 95834 or P.O. Box 980818, West Sacramento CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263 1897. (916) 574-8900 or by fax (916) 263-1897*
- ***As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.***

**This institution does not a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.**

## **Fundamental Tenets of an AMS-Affiliated Teacher Education Program**

1. **Cosmic Education** provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:

- The interconnectedness of all things
- wonder and respect for the living and non-living world
- nurturing the spirit of the child and the adolescent
- Indirect and direct preparation of each activity
- Sequencing based on whole-to-part-to-whole pathway
- Integrated spiral curriculum
- Awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.

2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy

3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.

4. **Respect** for oneself, others, and for the environment is fostered in all interactions.

5. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.

6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.

7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.

8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments.

9. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.

10. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.

11. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.

12. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.

13. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

*Revised by TEAC October, 2017*

## The AMS Code of Ethics

AMS requires all member schools and affiliated teacher education programs to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code. (Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated October 2008 and 2010)

### **PRINCIPLE I -Commitment to the Student**

MHATCP staff members are committed to serve their students in the following ways:

1. Encouraging independent action in the pursuit of learning.
2. Protecting the opportunity to provide for participation in the educational program without regard to race, gender, color, creed, disability or national origin.
3. Protecting, to the best of their ability, the health and safety of the students.
4. Honoring professional commitments and maintaining obligations and contracts without soliciting or, involving students in schemes for commercial gain.
5. Keeping all information gained during the course of their professional service confidential unless disclosure serves professional purposes or is required by law.

### **PRINCIPLE II -Commitment to the Public**

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

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

### **PRINCIPLE III -Commitment to the Profession**

MHATCP staff members are committed to raising professional standards and conditions to attract trustworthy individuals to seek careers in Montessori education by:

1. Extending just and equitable treatment to all members of the Montessori educational profession.
2. Clearly and honestly representing his/her own professional qualifications.
3. Applying, accepting, offering, recommending and assigning professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Using honest and effective methods of administering duties, use of time and conducting business.

*\*This code of ethics has been adapted from that of the American Montessori Society.*

# AMS Guidelines for the Teacher Education Program Early Childhood Course

## **Academic Contact Hours- Early Childhood Course**

AMS Early Childhood teacher education courses shall offer an academic phase of at least **300 contact hours distributed between the 3 course components (core, foundational and other)**.

Each of the course components must have a minimum hour standard teaching.

The number of total contact hours depend on each Teacher Certification Program, as long as they fulfill the number of minimum hours required by the AMS. The number of total contact hours for this Teacher Certification Program is 452. (rev 03/2019)

## **Course Component Descriptions – Early Childhood Course**

- **Core course components:** Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, Classroom Leadership
- **Foundational course components:** Montessori Philosophy/Theory, Observation
- **Other course components:** Child Development; Art, Music, Movement; Parent Involvement.

## **Practicum Teaching – Early Childhood Course**

AMS requires a minimum of 540 hours of instructional class time. Each Teacher Certification Program decides the number of total hours of practicum, as long as they fulfill the number of hours required by the AMS. (Rev 01/2018)

## **Yearlong Project – Early Childhood Course.**

In class Yearlong Project, work can comprise no more than 16 academic contact hours. **(Rev 01/2017)** (From the AMS Handbook for Teacher Education Program Affiliation)

# Training Program Content and Structure

## Overview and Description: Course Summary & Schedules

Montessori Hills Academy Teacher Certification Program offers an 18-month course cycle for Adult Learners who wish to become Montessori Teachers of children at an Early Childhood level. This Primary course is an undergraduate course, which trains adults to work with children from 2 ½ to 6 years of age. It is designed to be an interactive study based on Montessori's vision for life-long learning, utilizing all her materials and methodologies, integrated with current research in child development and early childhood education. Instructors facilitate the learning process and share their experiences and resources. Opportunities are provided for observation and discussion of ongoing classrooms as well as attendance at parent information meetings and parent conferences.

**The entire 18-month certification course is structured as follows:**

**Course I: Preliminary/Self Study course.** Duration: 2 days (10 hrs)

**Course II: Academic Course/Workshops/Supervised Practice** Duration: 340 hours

**Course III: Practicum.** Duration: minimum 540 hours over one school year (approximately 10 months from September to June)

**Course IV: Evaluation and Final Exam.** Duration: 12 hrs. (2-3 days)  
[Rev. 05/2021]

**School-year classes are held Tuesdays Wednesdays & Thursdays from 4 to 8 pm plus some additional hours dedicated to Supervised Practice with Montessori Materials.**

The main part of the course is comprised of an ACADEMIC phase and a PRACTICUM phase. The academic phase is composed of lectures, presentations of materials, group process and discussion, and supervised practice with materials, with 340 hours of on-site, direct contact between instructor and student. Classes are held on Tuesdays, Wednesdays & Thursdays from 4 PM to 8 PM.

The practicum (internship) is comprised of a *minimum* of 540 hours, with the Adult Learner working at the practicum site in the classroom of an approved supervising teacher for three hours a day, five days a week for 9 consecutive months. The Purpose of the practicum is to give the adult learner a hand on experience working with children in a Montessori School. This is why, over the course of the Practicum, the adult learner is required to follow the development of the children in the assigned environment and must also present materials and participate in the various aspects of everyday planning, record keeping and general classroom management.

## Course Objectives:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in a Montessori Environment.

MHATCP issues a Credential of Completion upon successful completion of the course.

Graduates of the program are qualified to hold a teaching position in a Montessori 2 ½ to 6 year old classroom **[though a California State Teacher's Permit must be obtained before coming a Lead teacher. This usually requires 12 units of core classes, available at most community colleges]. (rev 01/2018).**

The Montessori Hills Academy Teacher Certification Program goals are:

- Prepare teachers to conduct early childhood education for ages 2.5 through 6 years with a deep grounding in Montessori's philosophy;
- Develop teachers who receive Montessori training in the contemporary context of child development and educational thought;
- Create teachers as "scientific pedagogues" who see the prepared environment as a dynamic system that follows the child in the pursuit of his/her intellectual and moral needs.
- To prepare students for designing, presenting and evaluating activities in the Core curriculum areas of the Montessori Early Childhood Classroom, as well as planning a good Montessori Environment.
- To prepare students gradually take responsibility towards the teaching profession.

Trainees are required to participate in practice sessions with materials, present materials to the group at intervals, complete personal, illustrated curriculum manuals which describe the Montessori materials and outline their presentations, as well as explain the Montessori viewpoint on child psychology and development and the philosophy of education. They must also create a variety of teacher-made materials based on the models available in the training center classrooms, and eventually practice teaching under supervision in ongoing Montessori environments.

## M.A.C.T.E. Competencies for Early Childhood (2½- 6). As Revised in 2016

Upon Completion of the course, the Montessori Early Childhood candidate for certification will be able to understand:

1. **Content Knowledge** - the adult learner understands the theory and content regarding:

Competencies	Main Source of Evidence
1a. Montessori Philosophy	Written assignments and exams
2b. Human growth and development	Written assignments
1c. Subject matter for <i>Early Childhood Level</i> : Practical Life, Sensorial, Math, Language, Science, Physical Geography, Cultural Studies.  Not to exclude: <ul style="list-style-type: none"> <li>• Cosmic education</li> <li>• Peace education</li> <li>• Practical life</li> <li>• The arts</li> <li>• Fine and gross motor skills</li> </ul>	Albums Written assignments and exams Lesson write ups Material making
1d. Community resources for learning	Albums and written assignments

2. **Pedagogical Knowledge** - the adult learner understands the teaching methods and materials used regarding:

Competencies	Main Source of Evidence
2a. correct use of Montessori materials	Supervised practice with materials Oral examinations (blind draw)
2b. the scope and sequence of curriculum (spiral curriculum)	Written assignments and exams Essays Class participations
2c. the prepared environment	Written assignments Practicum
2d. parent/teacher/family/community partnership	Written assignments Discussions
2e. the purpose and methods of observation	Observation Reports, written assignments
2f. planning for instruction	Written assignments
2g. assessment & documentation	Observation Reports
2h. reflective practice	Assignments
2i. support and intervention for learning differences	Class discussions



2j. culturally responsive methods	Class discussions
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**3. Teaching Practice (with Grace and Courtesy):** the candidate for certification demonstrates and implements with children

Competencies	Main Source of Evidence
3a. Classroom leadership	Practicum observation reports & Field Consultant Observation Reports.
3 b Authentic assessment	Practicum observation reports & Field Consultant Observation Reports.
3c. The Montessori philosophy and methods (materials)	Practicum observation reports & Field Consultant Observation Reports. Written assignments and discussions
3d. Parent/teacher/family partnership	Practicum observation reports & Field Consultant Observation Reports. Written assignments and discussions
3e. Professional responsibilities	Participation & Discussions
3f. Innovation and flexibility	Participation & Discussions

## Basic Information

*Educational Level:* Undergraduate

*Certification:* The program is affiliated by American Montessori Society and is accredited by MACTE. Upon successful completion of the Teacher Education Program, the Institute requests the Teacher Credential Certificate from AMS.

*Unit/Credits* The students will have earned a total of 6 credit units when they successfully complete the program. Graduates of this program are qualified to hold a teaching position as a Montessori Teacher in Early Childhood (2½-6Yrs). However, California Law requires a minimum of 12 credit units to be a Lead Teacher in a classroom. These credit Units can be obtained at most community colleges.

*State of California Requirement* In California, the State adds the following requirements to qualify a person to teach in a licensed pre-school facility including Montessori schools with day care services:

- a) Minimum of 12 credit Units to be a Lead Teacher. Minimum of 6 credit units to work as an assistant teacher.
- b) Course in CPR, First Aid, and Childhood illness (must be taken at a local agency and sometimes offered at Day Cares)
- c) Background check clearance and TB clearance prior to starting work with children
- d) Up to date Vaccination.

# ADMISSION AND CREDENTIALS

## General Information

### Student-Adult Learner Handbook:

This catalog is updated each semester; before each Academic phase begins.

Edited policies and or procedures, will be dated at the end of the paragraph related to. You may find this Handbook on the School's Webpage [www.montessorihillsacademy.com](http://www.montessorihillsacademy.com) on the tab: Teacher Certification Program\*; AND/OR will be provided in a pdf. document, sent to the prospect student's email, upon request. A hardcopy of it, is available at the School's office.

*\*Our Web page is continuously upgraded. If you are not able to find this Handbook and/or any other information, you may ask at the office for a printed copy.*

### Facility Location

Montessori Hills Academy Teacher Certification Program is located at the Montessori Hills Academy Facility on 612 Paseo del Rey Chula Vista CA. 91910.

**All classes are held at this address.**

### Facility Accommodations

Montessori Hills Academy has two Instruction classrooms where the instruction lessons are offered: Room 3 and 5 (designated for the Teacher Certification Program), 2 adult Restrooms, outdoor Lunch/break area, Director's office, Reception and 5 Montessori Environments/classrooms (for presentation practices). See Appendix J for location map.

**A full set of the Montessori Method Materials, EC level, is provided for your learning and practice, in each Montessori Training designated rooms.**

Montessori Hills Academy Teacher Certification Program does not have dormitory facilities under its control and we do not provide assistance to the student in finding housing. The availability of housing near the institution is favorable with the average cost of a home in the area at around \$400,000 and rent for a 1-bedroom apartment is approximately \$1200.

### Parking rules

Please be careful not to park in front of driveways or cause any inconvenience to the neighbors. Students are requested to observe proper safety procedures when leaving the building.

### Sponsorship

Some schools sponsor Montessori candidates in exchange for teaching after graduation for a specific period of time. It is the responsibility of the student to arrange for sponsorship.

### Enrollment deadlines

Deadline to enroll is one week prior to the registration date or first class meeting, and AFTER the completion of the Preliminary course has been attended.

All paperwork and payments must be received by this date.

## General Policy and Code of Conduct

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

## Non-Discrimination Policy

Montessori Hills Academy is non-sectarian and admits all students and staff regardless of race, color, sex, sexual orientation or ethnicity. It makes all rights, privileges, programs and activities generally available or accorded to students in a school available to all students indiscriminately. It does not discriminate in its administration, educational and/or admission policies.

## Truth in Advertising:

The Montessori Hills Academy Teacher Certification Program publishes truthful and accurate information in its announcements, advertising, and promotional literature.

## Statement of Fair Practices\*

### **In the area of advertising, MHATCP will:**

Publish advertising that is accurate, reliable, up-to-date and understandable.

### **In the area of finances, MHATCP will:**

- Inform students of the full cost of its program
- Inform potential students concerning the availability of student aid.
- Employ published refund policies, which are fair and accurate.
- Charge fair and reasonable fees for infractions such as loss or breakage of materials and equipment and non-return of library books.
- Assess reasonable tuition increases and provide sufficient notice of said increases.
- Maintain records of all fees paid by students.
- Inform students of any financial instability in the event that any may occur.

### **In the area of admissions, MHATCP will:**

- Make available written admissions policies.
- Give prospective students a clear, accurate representation of the course, encouraging them to visit the facility and talk with faculty and students.
- Maintain clear and specific policies on job placement.

\*This statement is based on one included in "Fair Practices in Higher Education: Rights and Responsibilities of Students and their Colleges in a Period of Intensified Competition for enrollments", a report of the Carnegie Council in Policy Studies in Higher Education (1979, Jossey - Bass. MWTCPC).

## Student's Services

### Human Resources

From emergency shelters and transitional housing to family counseling our Family Wellness and Self- Sufficiency Department staff is dedicated to helping families and individuals survive and

overcome difficult situations. This department also manages many of SBCS shelters and housing; and provides counseling services, food and various living needs for all residents.

<http://www.southbaycommunityservices.org>

### **MAAC Project**

The Mission of the MAAC Project is to promote self-sufficiency for low and moderate income families and communities of Southern California through advocacy for, and delivery of, social, educational, housing and employment services.

MAAC Project's Health Services is composed of a variety of programs including Recovery Homes for men and women, Drug and Alcohol Counseling Services and Home Weatherization Services. MAAC Project has developed specific treatment services to address the high rate of alcohol and drug abuse. To help increase the chance for a person to achieve long term sobriety, great effort is made to provide services from a bilingual and cultural context.

<http://www.maacproject.org>

### **Chula Vista Public Libraries**

[http://www.chulavistaca.gov/City\\_Services/Community\\_Services/Library/Default.asp](http://www.chulavistaca.gov/City_Services/Community_Services/Library/Default.asp)

**Library & Other Learning Resources** Books, Montessori materials and Learning resources are available at school as well as other electronic resources such as [www.montessorilibrary.com](http://www.montessorilibrary.com), for professional development, philosophy and rationale paper help. If the Adult Learner needs additional training practice, they can arrange tutoring and additional practice with the material on a case-by-case basis.

### **Chula Vista Wic**

WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.

1655 Broadway, #18

Chula Vista, CA

(619) 426-7966

<http://www.fns.usda.gov/wic>

### **Chicano Federation**

Chicano Federation creates and promotes empowering opportunities for our community.

**De Mujer a Mujer Project** is funded by the National AIDS Fund and Johnson & Johnson, to provide HIV education to women. It is created by Latinas in San Diego for Latinas in San Diego, ages 18 and above. The project focuses on five elements:

1. Empowerment (Focusing on Self)
2. Sexual Health Knowledge
3. Healthy Relationships

4. Good Communication Skills/Advocacy
5. Good Decision Making Skills

<http://www.chicanofederation.org/Default.aspx>

### **DHCC**

PDHealth.mil provides information and guidance for service members and their families about the service member and family support services that are available from the military, VA, and the private sector.

<http://www.pdhealth.mil/hss/smfss.asp>

### **Center for Children**

One of the greatest challenges any community faces is to offer hope to a child or adolescent who is suffering from a mental health problem – mental, emotional or behavioral problems that often we cannot see, much less understand. The children and adolescents at the San Diego Center for Children know what it feels like to confront these challenges. They know what it feels like not to have their basic needs met – they question if anything they do even matters as they struggle to find their place in society.

Our highly-skilled team of dedicated professionals knows how to reverse destructive behavior and restore a child's and an adolescent's greatest hope – to regain a healthy and normal life complete with family, friends, school, and routine.

<http://www.centerforchildren.org/>

### **Health and Human Services Agency**

The Health and Human Services Agency is one of five groups or divisions of the San Diego County government. The Agency provides a broad range of health and social services, promoting wellness, self-sufficiency, and a better quality of life for all individuals and families in San Diego County.

The Agency integrates health and social services through a unified service-delivery system. This system is family focused and community-based, reflective of business principles in which services are delivered in a cost-effective and outcome-driven fashion.

<http://www.sdcounty.ca.gov/hhsa/>

## Adult Learner Rights and Responsibilities

### Student's Rights- Program Responsibilities

In order to preserve and protect the rights of students, MHATCP makes a commitment to fulfill the following responsibilities:

1. Emphasize quality.
2. Report tuition costs completely and accurately.
3. Ensure fair, reasonable, meaningful and timely academic evaluations and grades, based on the quality of student performance.
4. Maintain transcripts and records of graduates properly and guarantee confidentiality and student access to their own records for a minimum of 5 years.
5. Inform students regularly of their academic progress and award Credentials after all stated requirements are fulfilled.
6. Provide adequate facilities and services to support academic goals.
7. Offer quality instruction through instructors who have appropriate training and expertise, are up-to-date in their fields, meet scheduled classes, come to class prepared and are available to students outside of class.
8. Describe course requirements in clear, specific, and accurate terms, in written form, to insure that educational requirements are meaningful.
9. Notify students of unusual features of the course that cannot be readily anticipated.
10. Offer course work that is comparable to its catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form and to dismiss a student only for due cause and after due process.

### Program Rights – Student's Responsibilities

MHATCP maintains its rights as an institution of education, and expects students to be responsible for the following:

1. Be committed to acquiring Montessori Teacher Training and willing to put forth maximum effort in its pursuit.
2. Take an active part in planning and executing their course of study within the context of stated requirements and existing institutional resources.
3. Continually monitor their academic progress.
4. Attend class and participate in other required activities.
5. Be punctual at all classes, come in prepared and complete assignments on time\*.

**\*Students with less than 90% attendance and or excessive tardiness may be dismissed from the class and will be required to retake the subject the following semester.**

**Each phase builds upon the prior one; this means that to be able to begin each phase, it is the student's responsibility to comply with ALL requirements specified in the previous one.**

**Course I (Preliminary): 20 hours of the Montessori Method;**

**Course II (340 hrs. completed with a minimum of C grade) Academics;**

**Course III (Practicum-internship, satisfactorily complied with) and**

**Course IV Final Evaluation (Yearlong Project submitted and approved to earn the right to take the final testing). [Rev. 7/2016]**

6. Be informed about the full cost of the program.
7. Satisfy financial obligations to the program in a timely fashion
8. Read and fully comprehend contracts before signing them.
9. Keep a record of all contracts and receipts.
10. Be knowledgeable about other Teacher Certification Programs and assure yourself that your enrollment in MHATCP is based on an informed decision. Read published information, interview students, former students and staff concerning their experience with MHATCP before making a final decision. **[Rev. 09/21]**

## **Grievance Procedure**

### **Student Arbitration Procedures**

Arbitration Procedures are developed to arbitrate significant complaints or grievances by students, faculty or practicum consultants. They will be used to decide on a course of action in response to a grievance, which shall be binding on all parties. An arbitration committee composed of the director of the program, one faculty member, one student and one "stand-by" faculty member, who will take the place of any faculty member on the committee against whom the grievance is brought, shall arbitrate all grievances. In the event that the student member is bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead.

### **Areas of Grievance**

The MHATCP Arbitration Committee will consider grievances against the program, its management and faculty in the following areas:

1. Incomplete or seriously deficient training during the training program.
2. Failure of the program to meet MHATCP requirements during field experience.
3. Failure to meet financial obligations.

### **Grievance Procedures**

1. The individual initiating the complaint must first attempt to resolve it with the involved party. This solution must be acceptable to the course director if it involves any change in course requirements including assignments and attendance.
2. If no solution is reached, the complaint is then brought before the Arbitration Committee of the AMS Teacher Education Committee (address: AMS 116 E 16<sup>th</sup> Street, New York, NY 10003), or to MACTE (108 Second Street S.W, suite 7 Charlottesville, VA 22902) . If a hearing is deemed in order, the Arbitration Committee shall hear presentations from both sides and attempt to mediate, deciding in a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action.
3. Individuals who feel the action taken by the MHATCP Arbitration Committee is not appropriate may appeal to the MACTE Commission. If a hearing is deemed in order, the MACTE Commission

shall hear presentations from both sides and attempt to mediate, deciding on a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action. The decision of this committee shall be considered binding to all parties, and no further appeal is possible.

**MACTE Commission National Office**  
**Rebecca Pelton, Executive Director,**  
**MACTE, 108 Second Street S.W. Suite 7**  
**Charlottesville, VA 22902**  
**Phone: (434) 202-7793 Fax: (888) 525-8838**  
**Email: [rebecca@MACTE.org](mailto:rebecca@MACTE.org)**  
**website: [www.macte.org](http://www.macte.org)**

**AMS Arbitration Committee**  
**116 E 16<sup>th</sup> Street**  
**New York City**  
**NY 10003**

The Institute is approved by the Bureau of Post-Secondary Education of the State of California to operate.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institute may be directed to the Bureau of Postsecondary Education at any time.

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

## **Notice of Procedure to File Complaints with MACTE**

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

### **Bureau Requirements:**

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

### **School and Student Records**

Student records are maintained on site for a five-year period as is required by the California State Law of Educational Institutions. Every effort is made to maintain student records indefinitely.

### **Access to Records**

Students may review their record or file at any time by setting up an appointment with the course administrator.



MHATCP maintains records of the name, address, e-mail address, and telephone number of each student who is enrolled and permanent records of all of the following:

- I. The degree or certificate granted and the date on which that degree or certificate was granted.
- II. The courses and units on which the certificate or degree was based.
- III. The grades earned by the student in each of those courses.

## **STUDENTS RECORD KEEPING DIPLOMA AND TRANSCRIPTS:**

Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid, will be kept permanently in the student file.

**A copy of the Diploma granted by this Institution and a copy of the student transcripts will also be kept permanently in the student file. (Rev 08/2017)**

## **Confidentiality & Privacy Practices**

Montessori Hills Academy TCP assures students to confidentiality of records and access in accordance with the Family Educational Rights and Privacy Act and international privacy laws. MHATCP guarantees that all student records will be kept confidential and in a secure location. We adhere to all generally accepted privacy practices regarding personal and sensitive student information. No one other than the office personnel may have access to the adult learner's records without his/her written permission.

## **State of California STUDENTI TUITION RECOVERY FUND (STRF)**

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition (Education Code Section 94343). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

Student Tuition Recovery Fund The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95843, (916) 574 8900 or (888) 370-7589. To be eligible for STRF, you must be a California resident or are 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 non-collection 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

# Admissions

## Admission Process and criteria for selection

### 1. Admission/Credential Requirements – Early Childhood Course

The candidate for an AMS Early Childhood Credential holds a minimum of a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent from a non-US college/university.

The candidate who holds a minimum of a secondary level state approved / recognized High School Diploma or GED or the international equivalent, can be accepted into the program, and will receive an *AMS Associate Early Childhood Credential*. 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 as holding an *AMS Associate Early Childhood Credential*. [11/08/2017]

Teachers with an Associate Credential are eligible for an upgrade of their Diploma to an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. An official transcript documenting this completion and appropriate upgrade fee must be sent to AMS Office of Teacher Education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade. [3/83, 4/95, 3/06,11/07] [8/09, from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 06/2012]**

**Early Childhood Credential for adult learners whose post-secondary studies are outside of the U.S.** An AMS Early Childhood Credential may be awarded to adult learners who hold a Bachelor's degree or higher from a non-U.S. college/university and whose degree *does not equate* to a Bachelor's degree from a regionally accredited U.S. college/university. The degree and country in which the degree was awarded are indicated on the credential. A transcript from a non-U.S. accredited college/university must be submitted to a recognized U.S. credentialing agency that must be a member of NACES- the National Association of Credential Evaluation Services for credit equivalency evaluation.

**Associate Credential candidates.** AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. Country, state and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g. Private, public/charter, faith based, etc.). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility. **(REV 07/2018)**

**Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements. (REV 07/2018).**

Applicants for this Early Childhood course who do not have a US Bachelor's degree from a regionally accredited US college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course. **(REV 07/2018)**

**AMS strongly encourages holders of the Associate Early Childhood Credential, to obtain a Bachelor's degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning. (REV 07/2019)**

## **2. Admission Procedure**

1. In order to apply to attend the MHATCP Primary Teacher Training Course, the prospective student needs to provide MHATCP with the following:

- a) an interview with the Program Director before the Preliminary Course starting date.
- b) A letter of intent, outlining the reasons why training is desired
- c) Copies of official transcripts from his/her former High school, college or university.

2. After the interview has been held, the applicant will be evaluated, based on the information gleaned from his/her transcripts, recommendations, and personal interview.

3. The prospective student will then be notified as to his/her acceptance into the program and will receive a financial contract to complete.

4. If the prospective student wishes to proceed, he/she needs to complete the financial contract and return it to MHATCP along with payment of the first installment.

5. When a student does not meet the requirements to be enrolled in the Program, he/she may reapply the following School year. Students benefit from the Preliminary course by acquiring knowledge on Montessori Philosophy and guidelines to write excellent essays.

**[03/16]**

## Tuition and Fees

### Total Tuition **\$ 8,775.00**

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

### Deposit to be paid upon enrollment **\$ 810.00 (nonrefundable)**

This deposit is due to secure your space. It is not refundable under any circumstances. It covers:

\$ 87.00	The Preliminary Course
\$ 230.00	AMS membership
\$ 161.00	MACTE endorsement
\$ 332.00	Manuals corrections.

The tuition balance of \$ 7,965.00 must be paid in full according to the payment plan chosen below.

### PAYMENT PLAN A: ONE PAYMENT

We offer a 10% discount (\$7,168.50) Entire payment is due October.

### PAYMENT PLAN B: MONTHLY INSTALLMENTS (regular tuition)

12 monthly installments	\$663.75 each
15 monthly installments	\$531.00 each
18 monthly installments	\$442.50 each
20 monthly installments	\$398.25 each

(Rev 07/2021)

ESTIMATED DUE FOR THE ENTIRE PROGRAM	\$ _____ *
TOTAL CHARGES FOR CURRENT PERIOD OF ATTENCANCE	\$ _____
CHARGES DUE UPON ENROLLMENT	\$ _____

\*You are responsible for this amount. Additional fees apply: \$250 Final Exam (only if taken), Returned check \$35.00, late payment fee \$35.00, extraordinary exams \$200.00 each, Subject repetition \$200.00 each subject.

- Tuition is due on the 1<sup>st</sup> day of the month. A \$ 35.00 (thirty-five dollars) late fee charge will automatically apply after the 5<sup>th</sup>.

### Additional Costs

- Supplies for Art class: additional costs may occur for individual students' art supplies that are not included in total cost.
- Subject repetition \$ 200.00 (not included in total cost)
- Fee to take Final Oral Exams \$ 250 (only if taken)

- Extraordinary final exam \$ 250 (can only be taken once)
- Field consultants are required to visit the student three times during the practicum. If more visits are required, there will be an additional cost.

## **Instruction Materials.**

Once purchased, books and other printed materials are the property of the student.

## **Credit Cards**

Student may opt to pay any part or all of their tuition or fees with a Credit Card, however a 2% bank convenience fee will apply. For more information about this program, please contact the course administrator.

## **Additional copies of credentials and transcripts**

The student is given a Credential of Completion and official transcript when training is successfully completed. Additional copies of Credentials are available for an additional cost. Additional copies of transcripts are available for \$10.00

## **Right to withhold transcripts and grades for nonpayment of tuition**

MHATCP reserves the right to withhold a student's transcript or grades if the student is in default on a student tuition contract. If the student has made partial payment of his or her tuition obligation, the institution may only withhold that portion of the grades or transcript that corresponds on a pro rata basis to the amount of tuition the student has not paid.

## **Financial aid/ Scholarships**

For each Course, discounts may be offered based on the School Administrator's sole discretion, after reviewing the annual household income of the applicant.

There are no admissions requirements for ability to benefit students at this moment. MHATCP has not entered into an articulation or transfer agreement with any other college or university.

This discount is limited, and is chosen based on the financial statements submitted as well.

**[03/2016]**

MHATCP may offer flexible payment options to assist our students in any way possible to make the tuition more manageable, including spreading payments over 18 months. Please contact the course administrator to set up an interview and assess your financial needs. **[03/2016]**

## **Financial Aid**

MHATCP does not participate in any federal nor state financial aid programs.

**Student Loan.** 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. If the student has received federal financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

## AMS Scholarship

The American Montessori Society offers competitive scholarships to aspiring Montessori teachers who attends AMS-affiliated teacher education programs. Each year there is a deadline for applying. Contact AMS for more information.

## Enrollment cancellation.

For information regarding cancellation fees, see specific section “Cancellation Policy- Buyer’s right to cancel”.

No refunds are made on enrollment payments.

## Faculty to Student Ratio

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

## Transfer Policy

The entire sequence of curriculum components as delivered by MHA is required to successfully complete the Primary Teacher Certification Program. It is unlikely that MHA would accept segments of training from other courses or that another course would accept segments of our training. In the event that MHATCP accepts a student from another Teacher Certification Program, this has to be *only an AMS affiliated program*, and the candidate must:

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

*“NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION  
The transferability of credits you earn at our institution, **Montessori Hills Academy Teacher Certification Program**, is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate or **diploma in Montessori Early Childhood (3-6)** you earn in our institution, **Montessori Hills Academy Teacher Certification Program** is also at the complete discretion of the institution to which you may seek to transfer. If the **diploma in Montessori Early Childhood (3-6)** that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending our institution, **Montessori Hills Academy Teacher Certification Program**, to determine if your **diploma in Montessori Early Childhood (3-6)** will transfer. [07/2022]*

**THIS INSTITUTION DOES NOT GRANT CREDIT FOR PRIOR EXPERIENTIAL LEARNING.**

## International Students

Montessori Hills Academy TCP welcomes students from other countries. International students must ensure that they have all appropriate governmental permissions prior to enroll at the MHATCP. Visa services are not provided by Montessori Hills Academy at this time.

**[Rev. 07/2016]**

**Limited English speakers: If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. If your primary language is Spanish, you may request a Spanish version of the student enrollment contract. We do not require any type of English proficiency test to enter the Program.**

## English as a Second Language (ESL)

MHATCP does not offer English-as-a-second language instruction; it does offer courses in Spanish, although the materials for the presentations, Manuals, books, handouts and materials are written in English. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

## Certification and Credential Requirements

To be certified, students must successfully complete all the components of the program, turn in all required materials and fulfill all the requirements. Upon successful completion of the Early Childhood course, the Director recommends the adult learner to AMS for an AMS Early Childhood Credential. An Early Childhood Credential is awarded to the Adult Learners who hold a Bachelor's Degree from a regionally accredited US College/university. The degree and country in which the graduate was awarded his/her Bachelor's degree is indicated on the credential.

The American Montessori Society grants a **full certification** only to candidates who hold a Bachelor's Degree from a regionally accredited U.S. college or university or its equivalent.

**Associate Certification** is granted to candidates who hold a minimum of a secondary level state approved/recognized High School Diploma, GED, or the international equivalent.

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

## Placement Assistance

Request from Montessori schools for Montessori teachers are kept on file at the Academy and are fully accessible to the student and graduates. No guarantee for placement is being made, however. Interview techniques will be discussed as part of the course. Letters of



recommendation may be requested. Although some placement assistance to graduates is offered, there is no guarantee made to the student. Some schools contact MHA when they are in need of teachers or assistants. When that occurs, MHA posts such notices on its web site. MHA cannot guarantee employment, salary or occupational advancement. **[Rev. 01/2015].**

**List of the employment positions determined to be within the field of Early Childhood Montessori**

- Montessori preschool-kindergarten head teacher
- Montessori preschool-kindergarten teacher
- Montessori preschool-kindergarten assistant teacher
- Montessori pre-k head teacher
- Montessori pre-k teacher
- Montessori pre-k head assistant teacher
- Montessori kindergarten head teacher
- Montessori kindergarten teacher
- Montessori kindergarten assistant teacher

**[Rev. 07/2018]**

**The Bureau of Labor Statistics Standard Occupational Classification (SOC) codes for those positions are:**

<u>SOC CODE</u>	<u>Employment Positions</u>
25-2011	Preschool Teachers, Except Special Education
25-2012	Kindergarten Teacher, except Special Education
25-2012	Teachers, Bilingual Kindergarten
25-9040	Teacher Assistant
25-9042	Teaching Assistants, Preschool through Grade 12
25-3099	Teacher and Instructors, All Other
25-3090	Teachers and Instructors, Miscellaneous

**[Rev. 07/2018]**

**Leave of Absence**

Students requiring a leave of absence (LOA) must consult with a co-director. Student must request a LOA in writing. Not attending class does not count, nor do verbal requests. The student's tuition must be paid in full for the portion of the course which they did attend, in order

to be placed on LOA status. The student must contact MHA Director to resume training when they are ready. Students who wish to resume training after a LOA of three years or more must resume training from the beginning, unless they completed all the course work and materials for the courses they did attend. If the course work was completed, they may take only the classes they need to complete.

## **Professional Development Policy:**

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

AMS requires that instructors and directors of AMS-affiliated teacher education programs complete 30 hours of continuing professional development every 3 years. These hours may be applied toward the professional development requirement described above.

## **Resources for Students:**

### ***Required books and Manuals***

Each Adult Learner will be required to purchase some of the books written below which are mandatory for some classes. These books will be purchased by Montessori Hills Academy Teacher Certification Program and will be delivered to students in school.

### ***Other Supplies***

The students will need binders and sheet protectors and must take and print photos to complete their manuals. One per subject.

### ***Required Reading***

Throughout the entire program, the Adult Learners are expected to read chapters or excerpts from the following literature.

- The Montessori Method
- The Secret of Childhood
- The Discovery of the Child
- The Absorbent Mind
- Dr. Montessori's Own Handbook.

## **Withdrawal, Cancellation & Refund Policy**

### **CANCELLATION POLICY - "Buyers right to cancel"**

A full refund of all fees, aside from the Preliminary course and the application fee, will be made available to all students in the following circumstances:

1. When the student cancels, in writing, the financial contract on or before the first day of instruction.
2. If the program is discontinued, or the specific segment is cancelled or postponed.

## Refund Policy

### STUDENT'S RIGHT TO CANCEL

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first-class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive **a pro rata refund** if you have **completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.**

Cancellation may occur when the student provides a written notice of cancellation at the following address: Montessori Hills Academy Teacher Certification Program 612 Paseo del Rey Chula Vista California 91910. This can be done by mail or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

If the Enrollment Agreement is cancelled, the school will refund the student any money he/she paid, less a registration or administration fee **not to exceed \$250.00**, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received. Only fees which are nonrefundable during the cancellation period are registration fee and STRF. All other fees become nonrefundable after the cancellation period.

If the student has not paid the tuition in full, refund amounts will be adjusted according to the amount the student has paid to date. Refunds will be paid by check, within 30 days of the date of withdrawal or cancellation of the student. The pro rata refund schedule applies to students who have completed 60 percent or less of the course of instruction.

### STUDENT'S RIGHT TO WITHDRAW

The student has the right to withdraw from the program at any time, provided the intent to withdraw is received in writing. The student may not withdraw by calling the MHATCP or by not attending class. The student has the right to receive a refund of tuition according to the refund schedule that follows.

#### Withdrawal Policy

You may withdraw from the school at any time after the cancellation period (described above). If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

Requests for withdrawal must be submitted in writing to Montessori Hills Academy Teacher Certification Program administration (email or fax accepted) and will be processed immediately. Program Tuition fee refunds owing to students will be paid within thirty (30) calendar days of Montessori Hills Academy, receiving written notification of withdrawal (See Tuition Refund Policy for further information). A letter providing confirmation of withdrawal and any refund entitlement will be issued by Montessori Hills Academy.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed the loan. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

If the student obtains a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount for any refund.

If the student defaults on a federal or state loan, both the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying an income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

## **MONTESSORI HILLS ACADEMY TEACHER CERTIFICATION PROGRAM.**

### **NOTICE OF STUDENT RIGHTS** **BUYER'S RIGHT TO CANCEL**

(This is the exact wording from the State of California)

1. You may cancel your contract for school, without any penalty or obligations through the first day of the first-class session, or the seventh day after enrollment, whichever is later, as described in the Notice of Cancellation form that will be given to you upon beginning. Section I. A different cancellation policy applies for home study or correspondence courses. Read the Notice of Cancellation form for an explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy.
2. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the catalog of the Student Handbook. If you have lost your catalog, ask the school for a description of the refund policy.

### **STUDENT TUITION RECOVERY FUND**

If the school closes before you graduate, you may be entitled to a refund. Contact:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION  
1747 N. Market Blvd. Ste 225, Sacramento CA 95833  
PO Box 980818, West Sacramento CA 95798-0818

[www.bppe.ca.gov](http://www.bppe.ca.gov)

(888) 370-7589, fax (916) 263 1897

(916) 431 6959, fax (916) 263 1897

"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 Internet Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)".

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, salaries or wages, and the most recent three year cohort default rate, if applicable, prior to signing this agreement.

Limited English Speakers: If English is not the student's primary language, and the student is unable to understand the terms and conditions of the Notice of Student Rights, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

# ACADEMIC POLICIES

## Course Description

### Catalog length and contact hours:

The entire course consists in four phases that must be completed over an 18-month period:

- Course I: Preliminary Course
- Course II: Academic Phase
- Course III: Practicum Phase
- Course IV; Final Evaluation

### COURSE I : Preliminary Course/ Orientation

Lessons are held Monday and Tuesday (2 days) **from 4pm to 9pm**

**Pre-requisite:** This phase begins upon enrollment in the course.

**General Overview:** Each day, students learn about each course components and objectives, the Montessori areas and Environment, an overview of the guidelines to complete Essays, readings and written reports on principles and philosophy of Montessori Education and Child Development and the grading policy for each course.

An overview of the Certification process, guidelines and requirements is also presented to the adult learners

### COURSE II: Academic Phase/ Independent Study/ Supervised Practice with Montessori Material **340 hours to be competed in 9 months**

**Pre-requisite:** Completed Preliminary Course

#### Academic Instruction/Supervised Practice

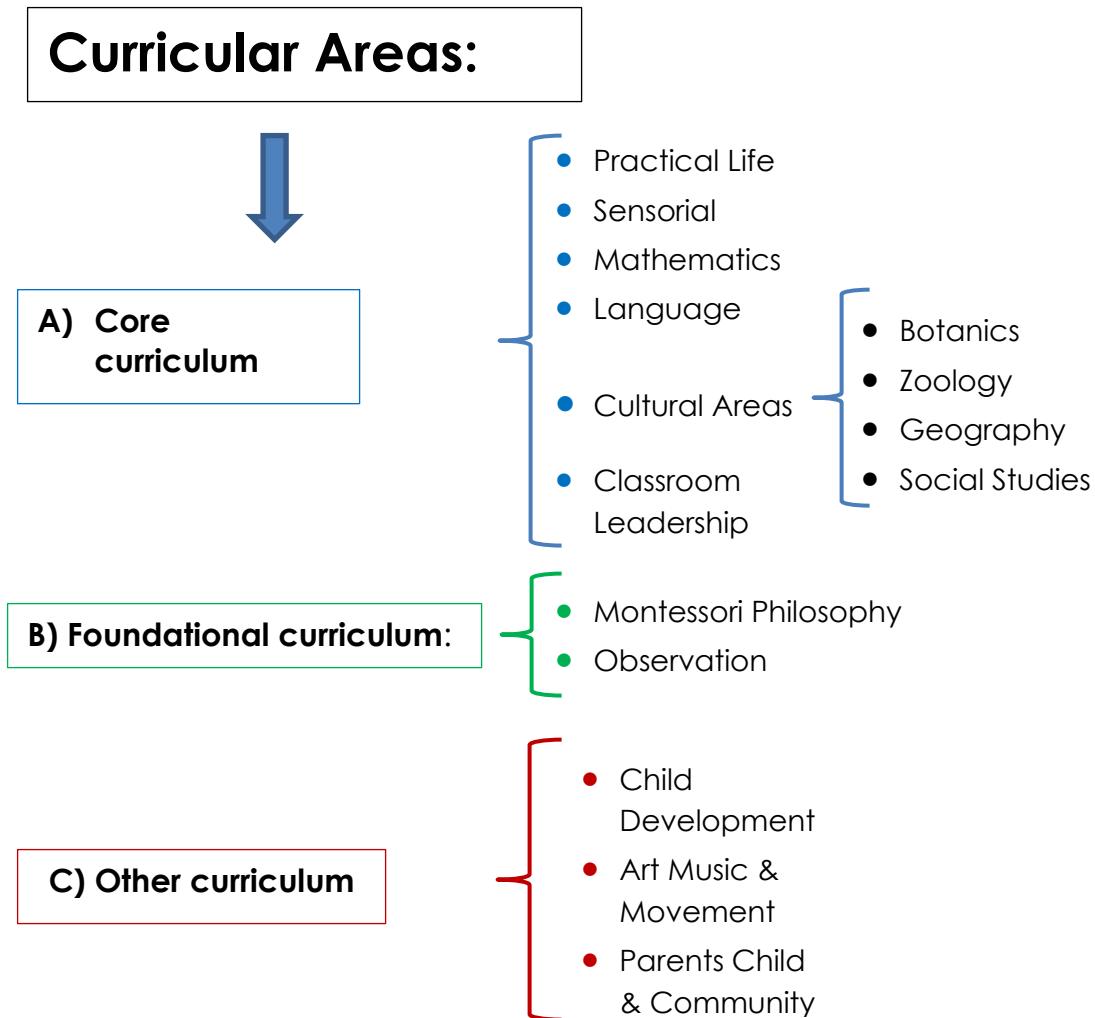
Lessons are held Tuesdays Wednesdays and Thursdays from 4pm to 8pm **[Rev. 01/2021]**

Curricular areas in the five main areas of the Montessori classroom: Practical Life, Sensorial, Language, Math and Cultural Subjects (Botany, Zoology, Geography, Art, and Music) are presented. Lectures on Montessori Philosophy, Child Development, Classroom Management, Intern Orientation-Practicum Seminars and Supervised Practice are also included.

*A School Year calendar is provided at the beginning of the course, with all the holidays and additional Practice days/workshops schedule) [Rev. 07/2016]*

#### Independent Study and Orientation:

The Independent Study section of the Teacher Training Program consists of a series of carefully sequenced essays about the Montessori Philosophy and Child Development. **[Rev. 01/2017]**



Lectures on:

## **A) CORE**

### **PRACTICAL LIFE EXERCISES :**

The exercises of Practical Life assist in the development of the child's motor coordination, focus and concentration. Some of these activities lead him from large muscle movements, like those necessary for scrubbing tables and chairs, to the more refined movements necessary for buttoning, buckling, etc. The mastery of the associated skills assists the child in learning to care for him/her self and his/her environment. As the child acquires these skills and others, which focus on appropriate social interaction, he gains independence and self-confidence.

## **SENSORIAL EXERCISES :**

The Sensorial Exercises were created by Dr. Montessori to help make the child aware of the functioning of his/her senses and to refine and develop them. Each exercise isolates the input from one particular sense, intensifying and focusing the child's experiences of it through repetition of each activity. After the absorption of this sensory input, or "key experience", the child is given the language to associate with the experience, thus allowing him to classify and categorize the input he receives from his senses concerning his environment and express his experience accurately.

Sensorial Materials include experiences for the visual, auditory, tactile, stereognostic, gustatory and olfactory senses as well as thermic and baric stimuli.

## **CULTURAL SUBJECTS:**

The Cultural Subjects are comprised of materials and exercises with which the child discovers the inter-relation and interdependence of different aspects of the larger world. The areas explored include physics, geography, biology, anthropology, history, music and art. Their synthesis provides the foundation upon which, combined with peace making and peace keeping skills, the Montessori peace education curriculum is built.

## **LANGUAGE :**

The most concrete aspect of language is sound. Therefore, to encourage language development, we focus on increasing oral skills through vocabulary development and sound awareness activities, associating words with concrete experiences. The specific materials and activities that assist the child with acquiring writing, reading and composition skills are presented, as are the materials that expose the child to the function of words and reading analysis.

## **MATHEMATICS :**

The concepts of quantity, symbol, sequence, arithmetic, geometry, algebra and fractions are introduced to the child through the use of beautiful, manipulative materials. The child proceeds from the concrete experience with the materials to understanding and utilizing the abstract concepts, which they embody and demonstrate.

## **CLASSROOM MANAGEMENT & LEADERSHIP:**

Techniques for behavior management, record keeping, parent conferences and information meetings and staff communications, meetings, management and training, the schedule of the day, how to start a new classroom, how to set up a classroom, California State Licensing requirements and other relevant subjects are presented and discussed.



## **B) FOUNDATIONAL**

### **MONTESSORI'S PHILOSOPHY OF EDUCATION:**

In this segment of the course, we enter into the study of Montessori's philosophy, which focuses on the function of humankind within the framework of the evolution of life and the cosmos. The preparation of the child's imagination for the recognition of this great task is achieved by the use of creative, hands on materials relating to the evolution of consciousness.

### **OBSERVATION TECHNIQUES:**

Observation of children within the Montessori environment is an essential aspect of teacher training. It is only through the acquisition of excellent observation skills that the guide is able to properly assess each child and truly be "the dynamic link" between the child and the environment, knowing when to "kindle the flame of interest" and when to step back and allow the child to interact with the environment on his own. Twenty hour-long guided personal observations in Montessori classrooms are required of each student. These are written up and discussed with the class.

## **C) OTHER**

### **PRINCIPLES AND PSYCHOLOGY OF CHILD DEVELOPMENT:**

Along with an overview of its history and current ideas in the field of the Principles of child psychology and development, the study of Dr. Montessori's concept of the developmental stages, the Planes of Development, the Absorbent Mind, the Sensitive Periods and the Tendencies of Man, are explained and discussed.

### **ART, MUSIC AND MOVEMENT:**

Art education and artistic processing help children understand their world. Based on developmentally appropriate practices, this class will reflect and art focus, emphasizing child directed activities.

### **PARENTS CHILD & COMMUNITY**

Family Systems theory gives students a framework for understanding family dynamics, which helps them to relate a better to children and their families. The main purpose is:

- To encourage parent involvement on how to develop true collaboration and work relationship through good communication.
- To aid students to look at children in the context in which they are raised so that they can better address their needs.
- To explore many hot-button issues of the day such as supporting self-esteem, discipline, attachment, coping with separation, teen parents, child-abuse, children with ADHD, shy children, aggressive children, conflict resolution, problem solving and gender issues.

## **COURSE III: Practicum Phase      min 540 hours to be completed in one academic school year**

The Early Childhood practicum is defined as lasting a minimum of a full academic year, with the adult learner working at the practicum site, in the classroom of an approved supervising teacher, for three hours a day, five days a week for nine consecutive months. [11/00] from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

### **Length of Practicum** – One academic full year

Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. (From the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

### **Supervised Practicum**

The supervised practicum requires that the adult learner participate in the classroom of a qualified supervising teacher at an approved school site.

The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.

A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required. [11/00] To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

(from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

### **Entry into the Early Childhood Practicum**

*No part of the practicum may precede the beginning of the academic phase of the course.*

Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, **at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience.**

## **COURSE IV      Final evaluation/ final exam/ certification**

**Pre-requisite:** All requisites from courses I, II & III.

Evaluation on:

- a) Oral: Montessori Apparatus and Montessori Philosophy precepts
- b) Practice/ Montessori Apparatus

After the satisfactory completion of the four Training Phases, the student will receive a Montessori Credential in Early Childhood Education 2 ½- 6 yrs.

AMS (American Montessori Society) grants an AMS Associate Early Childhood Credential when the Course graduate has a High School Credential or GED, however not a Bachelors Degree. Applicants for this AMS Early Childhood course who do not have a U.S Bachelors degree from a regionally accredited U.S College/university or its equivalent, will receive and sign a statement as a verification that they are informed the above information, prior to the beginning of the Full Certification Course.[Rev. 01/2015]

## Attendance Policy/Make Up policy/Tardiness Policy

### Attendance Policy

The Program is both intense and non-duplicate, therefore, **absences are not permitted**. Punctuality is assumed for the same reasons that absences are not permitted. If there are extenuating circumstances which cause a student to miss a test, the student will be given the opportunity to complete the test as soon as they are able. **[Rev. 03/2016]**

Full attendance and satisfactory participation are required for all lecture/demonstration sessions and MHATCP requires attendance records to be kept. Lectures begin promptly at the scheduled hour. As a prerequisite for the final examinations, students must observe punctuality and regular attendance to lectures, practice classes, observation and practice teaching. Students are requested to notify the MHATCP in advance of an anticipated absence. Excessive absence will impair the students' graduation prospects, and students must attain at least 90% attendance in order to sit for the written and oral exams.

### Tardiness:

Due to the intensity of the program, tardiness is not permitted, unless previously arranged by the student and due to extraordinary circumstances that do not allow the student to arrive on time. Excessive tardiness will determine a grade Incomplete. The missed class will then have to be retaken when the course is offered again, or, at the Faculty's discretion, be compensated by an extra project.

### Make-up or Retake of Work or Examinations

Students not satisfactorily completing any portion of the course work must make special arrangements for completion with the Director of Training. Students failing any portion of the final written or final oral examinations, or those unable to sit for oral examination as a result of incomplete work, may retake the failed portions of the examinations the following year.

Additional practice with the apparatus, written work and/or attendance at lectures may be required as a prerequisite for retaking the examinations. Final examinations may only be taken twice, and no later than one year after the first sitting. **[Rev. 03/2016]**

### Late Material Policy

**Materials are required to be submitted on time. Materials and albums are due on the last day of each course.** If the student is not prepared to submit their materials or albums when they are due, they must submit a written explanation to the co-director, and outline a timeline for submission of the required materials. If a student has taken a course but neglected to turn in the required materials during the course, they will be allowed to turn in the materials within one

calendar year of their enrollment in that course, *if they have provided the written explanation above*. After one calendar year, if they want to turn in materials they will need to pay an Album Review Fee of \$50 per album, as well as Material Review fees, so the MHATCP may contract with a Reader/Reviewer to properly grade and assess the materials required for the course.

## **Probationary Status.**

If a student's conduct or work appears to be unsatisfactory during the course, the student may be placed on probationary status. Unsatisfactory conduct or work could include but is not limited to habitual lateness to lectures or practice sessions, written assignments which contain many errors and/or do not cover the assigned materials, the submission of late work on more than two occasions, and poor use of the supervised practice sessions. The Director of Training will notify the student if s/he is placed on academic probation. A student on academic probation must meet with the Director of Training to discuss the situation and create a plan for satisfactory participation in the course. This plan will be specific to the student's situation and will include a time line for bringing the student into good standing.

## **Dismissal Policy**

A student will receive notice of dismissal for any of the following reasons:

1. Consistently shows a lack of commitment as evidenced by: poor participation, lack of completion of assignments, unjustified absences.
2. Indicates any moral misconduct
3. Has too many unjustified absences.
4. Performs any form of Plagiarism
5. Violation of the Code of Ethics
6. Violation of the Code of Conduct
7. Non-payment of fees.

Decision of dismissal is based on the Montessori Hills Academy TCP director's discretion, along with detailed documentation from the Instructors, the staff, the practicum coordinator and/or the supervising teacher. A refund of the Program tuition fee may apply, as outlined under the Tuition Refund Policy. A letter providing confirmation of dismissal and any refund entitlement will be issued by the Administration.

## **Dismissal Procedure:**

1. Student's behavior and academic performance is discussed and student is given the opportunity to provide a credible explanation
2. The faculty and the student mutually identify behavioral and academic objectives and a schedule of implementation and reevaluation is determined and put in writing. This statement is a **contract** and it is signed by both parties. A copy is put in the student's file. The student is put on probation.
3. Reevaluation is conducted as per schedule with the involvement of the Program Director.
4. If no improvement is made by the time of the reevaluation meeting, the student is dismissed from the program.

5. Students dismissed will receive a refund following the same policies stipulated in the Enrollment Contract.

## Time Limit for Completion

Adult learners are expected to complete all course requirements, including academic, practicum and financial requirements, within a three year time period following the program's official end of academic phase in which the adult learner was initially enrolled.

As stated on the AMS Handbook, The practicum must begin within two years of the end of the academic phase.

## Extended Enrollment Policy and Fees

Students who are unable to complete a portion of the course within the prescribed time, and who have paid for that portion of the course, may opt to take that portion of the course when it is offered in the future. Students who wish to make up portions of course work can arrange to do so with the co-director and/or a faculty member for an additional fee to be determined according to the amount of work necessary.

## Standards for Completion

### Program requirements for AMS certification

Admission to the course does not guarantee certification. The Adult Learners must complete the following requirements in order to be recommended for certification by AMS:

- a. Fulfill all financial responsibilities to the program.
- b. Have satisfactory attendance at all lecture/demonstration sessions.
- c. Demonstrate competency in both written and oral communication skills.
- d. Receive a passing grade (C or better) as a final grade in all subject areas.
- e. Fulfill all responsibilities for the practicum phase of the program.

In order to be eligible to sit for the final examinations the student must meet the following requirements:

#### **1) Minimum of 90% attendance is all the subjects.**

Students are required to attend a minimum of 90% of the total clock hours. All lectures/presentations are vital, therefore any absences must be made up through private tutoring arranged with the instructor, or attending the lecture/presentation the next time it is offered.

#### **2) Full attendance at supervised practicum with Montessori materials.**

During practice sessions, students must practice presenting every material in each curriculum area (Practical Life, Sensorial, Cultural Subjects, Language Development and Mathematics), until they are able to present them competently.

### **3) Complete an Illustrated Curriculum Manual for each subject area**

The Adult learner must submit a Curriculum Manual of every subject of the Montessori Apparatus, as well as Manuals for Psychology, Philosophy, Art and Classroom Management.

### **4) Material Making.**

The Adult Learner must make Montessori Material of different subjects during the course. Some examples of these teachers-made materials are:

- a) Land and Water Form pans and cards;
- b) Classified Cards for Biology (Plants and Animals);
- c. Peoples of the World and Fundamental Needs of Humans Cards and Charts (prototypes);
- d. Leaf Collection Cards;
- e. Art Card Collection;
- e) Nomenclature cards of different subjects.

### **5) A grade of minimum C on ALL subjects contained in the Curricular Course.**

Adult Learners must fulfill this requirement in order to enter the Practicum Phase.

### **6) Proof of Practicum in an EC Montessori classroom under the supervision of an EC Lead teacher with at least 2 years of experience working with children in the same level.**

A ten-month supervised Practicum in an approved classroom, working at least five mornings a week is required. Adult Learners will be evaluated monthly by their supervising teacher, and 3 times a year by a field supervisor.

### **7) Personal file cleared of ANY misconduct or disrespectful conduct reports made by the Faculty members and or peers.**

Upon completion of all required elements of the course and successful completion of an Practicum, a Credential of Completion will be issued. **[Rev. 07-2016]**

## **Supervised Practice and Independent Practice with Montessori Materials**

Supervised practice grants the student opportunities to solidify understanding and techniques of the didactic apparatus before entering the classroom to work with children. Students must practice a minimum of 50 hours under the supervision of an MHATCP staff member. The purpose of practice sessions is to provide the student with opportunity for active manipulation with the materials and the accompanying verbalization. During the time set aside for supervised practice students are expected to manipulate the materials, rather than edit notes or make materials. Only practice with the materials meets the AMS requirements for practical sessions. Ten hours of supervised practice per subject are scheduled on the annual calendar. (Please refer to the School Year for dates). **[Rev. 01/2015]**

The MHATCP is open for independent practice before and after class time during normal business hours.

## **Observations**

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability

to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing primary child.

**Required Individual Home Work** Students should be advised that a considerable number of hours should be allotted for their course work outside of scheduled classes and activities. A minimum of twenty hours of work each week is usually needed for preparing albums, illustrating exercises, making materials, reading and studying. All illustrations and album writings are to be done outside of class hours.

## **Suggested and Required Readings and Writings**

Each student will be required to read selected materials, participate in discussions and occasionally write on assigned topics throughout the course.

### **There are 3 MANDATORY BOOKS:**

- The Absorbent Mind (Maria Montessori)
- The Secret of Childhood (Maria Montessori)
- The Montessori Method (Maria Montessori)

The books must be purchased by the students during the first week of the course.

### The Reading List

The following **books are only recommended reading** as some excerpts are required readings in some subjects. Each Teacher will give instructions in each class.

#### **Reccomended Reading List**

\* Antología del Método Montessori

#### **By Dr. Maria Montessori**

\*Education and Peace

\*Education for a New World

From Childhood to Adolescence

-The Child in the Family

-The Formation of Man

-To Educate the Human Potential

\*Creative Development in the Child- Volume One

\*Creative Development in the Child- Volume Two

#### **By Mario Montessori Jr.**

Education for Human Development – Understanding Montessori

By E. M. Standing

\*Maria Montessori – Her Life and Work

The Montessori Revolution in Education

#### **By Angeline Stoll Lillard**

Montessori: the Science behind the Genius

#### **By Paula Polk Lillard**

Montessori, a Modern Approach

# Academic Expectations/ Grading/ Assessments

## Grading Criteria

Adult Learners are graded on their class participation, reading assignments, manual presentations, in class written exam, philosophy papers, material making, and essays. The grading criteria is written on the syllabus of each course.

The grading system is an "A" through "F" following this general grading system:

Grading Criteria: A+ 97%-100%    A: 93%-96%    A-90%-92%    B+: 87%-89%    B:83%-86%    B-:80%-82%    C+:77%-79%    C: 73%-76%    C-: 70%-72%    F:below 70  
W: withdrawn                    I: Incomplete

**from A+ to A-=** Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.

**From B+ to B-=** Good. Denotes work that meets the objectives for the course and intellectual command expected of graduate student.

**From C+ to C=** Satisfactory. Denotes work of inferior quality compared to the objectives of the course.

**C-=** Unsatisfactory performance; however, does not have to retake the test to obtain the minimum percentage for a passing grade. Minimum grade considered as PASS.

**F=** Failure. Retake of the subject is recommended before requesting approval for the Internship phase.

**W =**Withdrawn Authorized departure from the course without completion. It does not enter into the grade point average calculation.

**I=** Incomplete. Denotes that work remains to be submitted and evaluated. Students may not graduate with a grade of "I" in any course of their record.

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

1. Manual (Albums)
2. Final Project (material making)
3. Essays
4. Demonstration exam
5. Class participation
6. Final written exam per subject.

**THE USE OF CELL PHONES IS NOT ALLOWED DURING CLASS. Cell phones have to be in silent mode placed away from your desk.**



## Grading Criteria for Albums and Papers.

- a) Timely submissions of album work by the date due
- b) Clear and complete written presentations
- c) Accurate reflection of the presentations given on the course in which the student is enrolled.
- d) Neatness and legibility, easy to read font and adequate line spacing
- e) Edited for correct grammar and spelling, including complete sentences, paragraphs and subtitles (when applicable)
- f) Adequate and accurate illustrations—absolutely no downloaded Internet material should appear in reference albums.

**MUST BE THE STUDENT'S ORIGINAL WORK. Plagiarism is grounds for immediate dismissal from the course.**

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

## Grading Criteria for Written Examinations

Final written examinations consist of one-hour written exam regarding Montessori theory, and on the practical aspects of the Montessori Method.

To receive a passing score, the student must answer all parts of the question; reflect an understanding of the Montessori Theory and the ability to relate examples to theoretical points. Students for whom English is a second language will be allowed the presence of a dictionary with their first language to English during the written exam.

## Grading Criteria for Oral Examinations

Each student is required to demonstrate his or her knowledge during an Oral Examination before an examining committee

To receive a passing mark in each subject, a student must demonstrate that s/he knows:

- How to present the concept of the material written on the slip chosen in a blind draw
- The purposes, direct and indirect aims, and the ages of the children to whom the material is presented
- The exercises that precede the presentation, those that would follow it,
- Some general theory about the particular area and the link to Montessori Philosophy.

## Notification of Results

### Exams

Each student will be notified of the results of the oral examination via e mail. Students must complete the course with the grade of "Pass," both in the written examinations and in the oral examinations, in order to graduate and be granted the AMS Credential by the American Montessori Society.

### Observations

During the Practicum Phase, the students are observed and evaluated monthly by their Lead Teacher and at least three times during the entire practicum, by the Field Consultant. They receive copies of the reports and get feedback on their evaluations during the Observation techniques class, which is held once a month at the Training Center during the entire Practicum Phase.

## Graduation

All Academic and Practicum requirements must be successfully completed for graduation. The AMS Credential Recommendation form will be sent to AMS for the cohort together. See Time Limit for Completion for further information.

# PRACTICUM POLICIES

## MHATCP Practicum Phase Requirements

Before the Practicum Phase Starts, the Adult Learner is given an Observation and Teaching Practice Handbook, explaining all the procedures and the requirements necessary to enter the Practicum Phase as well as the forms that need to be filled.

In this handbook, we are giving you only a summary of the general procedures required for this phase of your training.

### General Policies and Procedures

The Early Childhood Practicum is defined as lasting a **minimum of a full academic year**, with the adult learner working at the practicum site, in the classroom of an approved supervising teacher, for **minimum three hours a day, five days a week for nine consecutive months**. [From the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

The adult learner must begin his/her practicum phase ***within two years*** of the end of his/her academic phase [from the AMS Handbook for Teacher Education Program Affiliation page 45].

### Entry into the Early Childhood Practicum

Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase

- A minimum of 90% of the academic contact hours must be completed prior to the end of the practicum experience
- No part of the practicum may precede the beginning of the academic phase of the course.

### Practicum Phase Procedures

a) Once the student has completed courses I & II, they are eligible to begin the practicum phase (Practicum) of their program. Students seek out an approved Montessori school in which to be an intern. In order to be considered "approved," the school must meet AMS minimum standards; The supervising teacher must hold a Montessori Certification at the level supervised and be in at least his/her second year of teaching after receipt of their credential or certification. MHATCP also requires the student to be observed and evaluated once a month by their Lead Teacher, and three times during the Practicum by a Field Supervisor.

b) MHATCP will support the student in their attempts to locate a Practicum site, but it is the responsibility of the student to secure this Practicum. The Practicum is ideally a paid position working in a Montessori classroom for at least five mornings a week, for nine to ten months (one school year), however, there are some Montessori Schools that only accept students as Interns, and therefore their acceptance may be under a no-pay basis. MHATCP does not guarantee a paid position. **[Rev. 01/2015].**

c) When the student is ready to pursue a Practicum site, he/she may request all the required forms to submit to the potential school and supervising teacher.

**Length of Practicum (AMS minimum requirements) – min. 540 hours clock hours** of instructional class time in a Montessori environment for at least 3 hours a day with the supervision of a Montessori Guide, to be completed over one school year.

### **Practicum Attendance**

If the Adult Learner exhibits chronic or protracted absences and tardiness, s/he may be dismissed from the practicum experience.

### **Observations and Field Supervisors (Field Consultant)**

During the Practicum, a Field Supervisor from MHATCP will visit the Intern's practicum site classroom; she/he will make observations and evaluate the Intern's progress.

The Practicum Supervisor visits the Adult Learner at the practicum site a minimum of three times during the school year. An additional supervision visit may be scheduled upon the sole discretion of the Field Supervisor of the Program Director. This has an additional cost.

When a Practicum Site is farther than 50 miles from MHTCP, all travel expenses such as millage gas and toll roads fees, the Intern will be responsible for those fees.

### **Practicum Evaluation/Grading/Assessments**

During the Practicum Phase, the Adult Learners are evaluated in different ways:

- Monthly observations and evaluations by Lead Teacher
- Observation and evaluation by Field Consultant, at least three times during the entire Practicum Phase.
- Monthly self-evaluations done by each Adult Learner
- Ten Observation Reports of two hours each.

The Teaching Practice is an essential part of the Montessori Training; this is why we put particular attention in evaluating the Adult learners during this phase of their Training.

The Adult Learners are evaluated by their Lead Teachers through a monthly evaluation questionnaire, which addresses key elements necessary for Practice Teaching in a Montessori Environment. The method of assessment is not a grade but rather an overall evaluation of the student according to an evaluation scale as follows: Excellent, Good, Average or Needs Improvement. At the end, there is a space to write any additional comments by the teacher that can help us improve our approach with the Adult Learner.

As part of the evaluation during the Practicum, Adult Learners have a minimum of 3 visits by the Field Consultant that needs to observe the student in the Montessori Environment working with children for at least two hours each time. The Field Consultant has to fill in a Questionnaire with an overall evaluation of the Adult Learner while interacting with the Lead Teacher, With the Children in the Environment and presenting Materials. The Questionnaire is an Observation Report done by the Field Consultant mainly to track the Adult Learner's progress during the Practicum.

The method of assessment is not a grade but rather an overall evaluation of the student to acknowledge her strengths and weaknesses in order to guide the student better.

The adult Learner must also turn in a monthly Self Evaluation, which is also in a form of questionnaire. This is done mainly to address the Intern's self-observation and try to gain conscience about his/her strengths and weaknesses during the Training.

As part of the Practicum, the student has to turn in also 10 observation reports, one each month, that address different aspects of their practice Teaching.

The various reports provided will address the student's performance throughout the Practicum Experience.

## **Practicum Standards and Responsibilities**

The AMS requires minimum practicum standards and responsibilities to be met by the Practicum Site, by the Lead Teacher and by the Adult Learner. Each course must have a Practicum Supervisor Coordinator and a Field Consultant. The Field Consultant is the Person in charge of observing the Intern at least three times during their internship and is responsible of evaluating the intern's work during the Practicum Phase.

### **1. Qualifications For the Practicum Site:**

To be considered as a Teaching Practice Site, the school must:

- a)** Have a Lead Teacher that holds a recognized Montessori Early Childhood Credential (AMS, AMI).
- b)** The classroom must have a mixed age group of children from 2½ to 6 yrs.
- c)** Have a wide range of well-maintained Montessori materials in good condition.
- d)** Provide an uninterrupted work cycle of a minimum of 3 hours

Before the Practicum initiates, the Director of the Teacher Certification Program must already have visited the Practicum Sites, to ensure the Practicum Site fulfills these requirements.

The Head of school must fill and sign the specific form (Practicum Site Agreement) before the Practicum begins.

## 2. Qualifications For the Lead Teacher:

- a) **Credentials:** The Supervising Teacher holds a Montessori Credential for 2 ½ through 6 year olds from AMS, AMI, NCME or other MACTE Accredited Program
- b) **Teaching Experience:** Has a minimum of one year of successful Montessori teaching experience after receiving a Montessori Credential
- c) **Approval:** The Director of the Teacher Certification program must approve the supervising teacher.
- d) **Adult Learner Experiences:** The Supervising Lead Teacher must have a positive attitude towards having an Intern in the room and be willing to work with the intern and provide guidance.
- e) **Assessment:** The Supervising Teacher must be willing to evaluate the Intern every two months using appropriate forms\*\*.  
\*\**Lead Teacher Observation Form*
- f) **Communication:** The Supervising Teacher must inform MHATCP of any difficulties in the professional performance of the adult learner.
- g) **Attendance:** The Supervising teacher must be in the classroom full time.
- h) **Number of Adult Learners Assigned:** A supervising teacher cannot have more than two adult learners per classroom.

## 3. Responsibilities For the Adult Learner:

The AMS minimum standards and responsibilities for the Adult Learner are the following:

- a) **Knowledge of the program Policies and requirements:**  
The AL is responsible for awareness of all policies and requirements of the MHATCP. Adult Learners must sign an acknowledgement of receipt of those policies and requirements and it is their responsibility to follow them. (*Intern's agreement*)
- b) **Duties and Obligations with the Practicum Site:** the Adult Learner must fulfill all duties and obligations with the Practicum Site.
- c) **Communication:** It is the sole responsibility of the adult learner, to notify the Program Director of any problems that may arise during the Practicum Phase.
- d) **Fulfillment of Course Requirements:** The Adult learner must fulfill all course requirements, including but not limited to: as academic assignments, practicum hours, self-evaluation, financial obligations, oral and written examinations, in order to be eligible to obtain the AMS Diploma.
- e) **Time Limit:** Adult learners are expected to complete all course requirements, including academic, practicum and financial requirements, within a three year time period following the program's official end of academic phase in which the adult learner was initially enrolled.

## Practicum Site Requirements:

The student teacher's practicum site must ensure the following requirements:

1. **Age Range of Class:** The student teacher's classroom contains children predominantly between the ages of 2.5-6 yrs old.
2. **Environment:** The student teacher's classroom has a full complement of Montessori materials. The classroom environment is consistent with the description in these guidelines for the age level served.
3. **Job Description/Contract:** The school has given to the student teacher a job description and/or contract.
4. **Supervision:** The school agrees **not to** ask the student teacher to assume total responsibility for a class without the presence of a supervising teacher or other qualified staff person.
5. **School Policies:** The school has communicated to the student teacher administrative policies and guidelines for the student teacher Practicum.
6. **Non-Discriminatory Policy:** The school has published non-discriminatory policies for both students and faculty/staff
7. **Instructional/Observation Time Allowance:** The school allows the student teacher release time to meet seminar training requirements and observations.
8. **Completion Support:** The school will be generally supportive of the student teacher in efforts to meet her/his practicum requirements.
9. **Licensing:** The school meets all local city/state regulations.
10. **Janitorial Services:** The school provides janitorial services.

## Standards and Responsibilities of the Supervising Teacher

The Supervising Lead Teacher has to sign an agreement stating she meets the requirements stated above and that she is aware of the Job responsibilities and willing to accept and meet these requirements. (Supervising Teacher agreement)

As stated before, the Lead Teacher must also agree to observe and guide the Intern and complete the required paperwork on time, most importantly to hand in an Observation Report of the Adult Learner in a timely manner. (Practicum Observation Form)

-The supervising teacher is responsible for providing experiences for the student in the following areas:

1. Preparation of the environment
2. Record-keeping
3. Observing, diagnosing, responding, evaluating
4. Individual and group presentations
5. Structuring activities
6. Classroom management

7. Involvement with parents, conferences, open house interviews
8. Staff involvement: participation in meetings, establishing team compatibility

- The supervising teacher is to schedule regular review sessions with the student to assess their progress in the above areas.

**-Supervising teachers are expected to complete the required reports in a timely manner.**

The Supervisor Teacher will be responsible for:

1. Filling out the Intern's Evaluation Form once a month during the Practicum Year, also, will assess and offer advice and positive feedback to the Intern.
2. Gradually, will delegate to the Intern, more responsibilities and tasks in the classroom.
3. Accept and discuss issues and or suggestions that may arise in the classroom.
4. Allow the Intern with the opportunity to observe other classroom settings.
5. Consent the Intern intervention on planning the organization of the classroom environment.
6. Invite the Intern to participate in the non-instructional aspects of the classroom, such as open houses, orientation programs, professional growth workshops, parent-teacher conferences, etc.
7. Allow the Intern to be the classroom leader for specific periods, to be able to gain experience as Lead Teacher.
8. Observe the Intern while presenting the materials, and intervene to offer tips and suggestions.
9. *Observation and Recording: observing, responding/planning, assessing; maintaining records*
10. *Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques*

## **Adult Learner (Intern) Responsibilities during the Practicum Phase (AMS)**

**a) Knowledge of the program Policies and requirements:**

The Adult Learner is responsible for awareness of all policies and requirements of the MHATCP. Adult Learners must sign an acknowledgement of receipt of those policies and requirements and it is their responsibility to follow them.

**b) Duties and Obligations with the Practicum Site:** the Adult Learner must fulfill all duties and obligations with the Practicum Site.

**c) Communication:** It is the responsibility of the adult learner to notify the Program Director of any problems that may arise during the Practicum Phase

**d) Fulfillment of Course Requirements:** The Adult learner must fulfill all course requirements, including but not limited to: as academic assignments, practicum hours, self-evaluation, financial obligations, oral and written examinations, in order to be eligible to obtain the AMS Diploma.



**e) Time Limit:** Adult learners are expected to complete all course requirements, including academic, practicum and financial requirements, within a three year time period following the program's official end of academic phase in which the adult learner was initially enrolled.

Before the Practicum starts, each Intern must sign an agreement that summarizes the Intern's job description and responsibilities during the Practicum Phase.

It is important that the Center's Director discusses and agrees to this job description to avoid, mislead or misinterpret any of the aspects described.

The Field Supervisor or Field Consultant is an individual appointed by the Teacher Certification program that must observe the Intern while working with children in a Montessori Environment, at least 3 times during the entire practicum phase.

### **Field Consultant Job Description:**

The Practicum Supervisor visits the Adult Learner at the practicum site a minimum of three times during the school year. An additional supervision visit may be scheduled upon the sole discretion of the Field Supervisor or the Program Director.

### **Field Consultant Responsibilities:**

1. Observe and register on the specific forms, the Intern's performance, three times during the Practicum Year. These evaluations must be spread during the year.
2. Each visit must be at least two hours of observation for each adult learner. Additional time must be scheduled to review and evaluate the Intern's reports of his practicum, to include communication with the adult learner, supervising teacher, and if appropriate the head of school.
3. Offer support and motivate the Intern by facilitating the communication among all supervisors and the Teacher Education Program faculty.
4. Assess and approve the suitability of the Practicum Sites proposed, along with the supervising teachers in the fulfillment of the MHA Teacher Certification Program requirements.
5. Report to the Program Director, the observations, assessments and/or comments regarding the Interns during their Practicum Year.

The Field Consultant may not be the Adult Learner's Supervising Teacher.

**PRACTICUM HANDBOOK:** Please consult the Practicum Handbook for further details. Students receive this Handbook three months before starting of the Practicum Year.



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## Student Handbook

### Receiving acknowledgement

I, \_\_\_\_\_, registered student of Montessori hills Academy Teacher Certification Program, received the Student Handbook.

I have read, understood and agreed to the Program's Policies and Procedures stated.

I will comply with each and every one of those Policies.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Program Director's Name

\_\_\_\_\_  
Program Director's Signature

### THE FOLLOWING IS A REGULATION OF THE STATE OF CALIFORNIA

- I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet. \_\_\_\_\_
- I have received a student handbook \_\_\_\_\_
- I understand that if I have any questions on any information given in the handbook, I may contact the Bureau for Private Postsecondary on the web site listed above \_\_\_\_\_
- I have received a catalog that discloses the refund policy and payment policy in detail. \_\_\_\_\_
- I have read and understand the above Student's Rights. \_\_\_\_\_
- I have been given a tour of the facility. \_\_\_\_\_