Welcome to Seton Montessori Institute!

Seton Montessori Institute’s educational aim is to engage all facets of the Adult Learner’s unique potential as he or she rediscovers the joy of learning, Montessori-style. We offer this document in the hope that, along with a visit of our campus, it will provide a first look and a lasting impression of Seton’s approach to Montessori Adult Education.

Seton Montessori Institute’s Educational Objectives and Philosophy

Seton Montessori Institute’s courses for Montessori teachers and leaders are designed to meet the need for Montessori educational preparation and professional development in the community. Each course is based on a progressive discovery of the nature and needs of children and their families. The courses are also based on following the development of each adult learner’s interests and aptitudes as he or she assimilates the skills and dispositions of a Montessori educator. *(revised November 2014)*

Course Identity: Credential Course for Montessori Leadership and Administration

The American Montessori Society (AMS) has offered a credential for Montessori school administrators’ since 1994, with Seton Montessori Institute among the first of AMS teacher education programs to pilot this academic offering. Today, Seton continues as a national leader in preparing Montessori administrators’ credentialed by AMS.

The Credential Course for Montessori Leadership and Administration provides opportunities for comprehensive study of Montessori philosophy and curriculum, educational leadership and school management. The sequence of studies includes extensive coursework, embracing such topics as leading an effective Montessori School, working with different types of governing boards and school districts, student recruitment and advertising, staff management, school finance, school community building, and school accreditation, among others.

The Credential Course for Montessori Leadership and Administration is ideal for Montessori teachers who are moving into leadership roles, as well as for non-Montessori professionals, educators and administrators’ who are in need of knowledge of the Montessori curriculum and philosophy. The program is current with the best practices in all aspects of school administration and highlights the specialized needs of leading a Montessori school community. The program is proud of its capacity to support and develop Montessori leaders in both the private/independent and public school sectors.

To ensure a high quality of program content and a satisfying educational experience for the administrator credential candidates, the backgrounds of Seton's instructional faculty include extensive experiences, accomplishments and expertise in Montessori and in educational
leadership. A practicum of at least nine months in Montessori school administration, with consultation visits from members of this highly qualified faculty, is a cornerstone component of the program. Graduates report that an invaluable secondary benefit of the program is the participation in a network of professional colleagues through a student cohort model.

The course cycle spans 13 months and the candidate has three years to complete certification.

The faculty must preapprove all coursework in order to count toward required program hours. Although a minimum number of course hours are required, the program is competency based which requires ongoing, reflective self-assessment on the part of the student, in dialogue with the course coordinator. Successful fulfillment of requirements includes a review of evidence of course hours and content as well as competencies achieved.

The breadth of the course’s content will be organized within a framework of four unique components (outlined under section on Course Content). In the process of achieving certain specialized competencies, the adult learner may be counseled to engage in supplementary studies. These may include segments of Seton advanced seminars and college/university courses (public speaking, budgeting and finance, leadership/management programs) as well as participation in local and national level seminars offered through organizations such as The American Montessori Society. Additional fees may be incurred by adult learners when attending such outside events in pursuit of specialized information and expertise.

**Course Objectives**

Seton Montessori Institute’s Credential Course for Montessori Leadership and Administration aims to provide committed adult learners with the information, experiences and insights needed in order to become capable Montessori school leaders. Seton’s courses aim to cultivate in its adult learners a commitment to:

- Academic excellence
- Personal growth and development
- Scientific experimentation and inquiry
- Service to the naturally unfolding development of children

According to the American Montessori Society, an Administrator Credential course shall present a comprehensive program to assist current and future heads of Montessori schools to operate in accordance with the philosophy and best practices of Montessori education.
The following characteristics have been identified as describing an administrators’ program:

- A comprehensive study of Montessori philosophy and research of Dr. Montessori’s writings
- A study of all areas of the Montessori curriculum, including the materials and lessons in each area
- Understanding of and respect for the individual’s prior experience, current need, innate abilities, and aspirations
- Sufficient time to practice and assimilate new ideas and skills
- Instructors that serve as role models of good leadership, who are attentive, understanding, patient, encouraging, community builders, conflict handlers, role models and mentors
- Learning that is practical and prepares one for the challenges of leadership in today’s public, charter and private schools.

**Course Models**

**Model I:** This course model is designed for the licensed/experienced school administrator who seeks knowledge of Montessori philosophy and curriculum and expertise in the unique leadership needs of a Montessori educational community. This model consists of:

- “Montessori First Plane Immersion” Academics of approximately 80 hours in which the candidate is exposed to the Montessori philosophy and approach as implemented for children from birth to age six.
- Montessori Leadership and Administration Core Academics – a minimum of 210 course hours
- Online discussion board participation
- A Guided Independent Study experience
- A Practicum that consists of at least 1,080 hours over a minimum of nine consecutive months
- Three consultation visits with a Seton Montessori Leadership and Administration Course Field Visitor
- Completion of a sequence of course assignments
Model II: This course model is designed to provide credentialed Montessori classroom teachers with the requisite competencies needed in order to provide effective leadership within a Montessori school community. This model consists of:

- Montessori Leadership and Administration Core Academics – a minimum of 200 course hours
- Online discussion board participation
- A Guided Independent Study experience
- A Practicum that consists of at least 1,080 hours over a minimum of nine consecutive months
- Three consultation visits with a Seton Administrators’ Course Field Visitor
- Completion of a sequence of course assignments

Model III: This course model is designed for the individual seeking knowledge and skills in both Montessori pedagogy and curriculum and in school leadership and administration. This model consists of:

- “Montessori First Plane Immersion” Academics of approximately 80 hours in which the candidate is exposed to the Montessori philosophy and approach as implemented for children from birth to age six.
- Montessori Leadership and Administration Course Academics – a minimum of 250 course hours
- Online discussion board participation
- A Guided Independent Study experience
- A Practicum that consists of at least 1,080 hours over a minimum of nine consecutive months
- Three consultation visits with a Seton Administrators’ Course Field Visitor
- Completion of a sequence of course assignments
Course Seminar Facilities and Enrollment Capacity

We make use of Seton Montessori School’s campuses with occasional off-site venues for special events during the academics of a single course cycle. Facilities provide adult learners the advantage of observation and practice experiences within an optimally designed Montessori environment along with other benefits to adult learning that are available locally.

The spaces at Seton are prepared to serve the needs of adult learners while giving a bird’s-eye-view of daily life in a Montessori community. During seminar days at the Clarendon Hills facility, adult learners have full access to Seton Montessori School’s unique learning environments for children. During academic lectures here, adult learners are provided with adult seating, wireless internet access and use of teacher resources such as a library, laminator, etc. Seton course enrollment capacities are based on the program’s space and instructor availability in order to assure a supportive, personalized learning environment.

Location of Course Academics:

Seton Montessori Institute
5728 Virginia Avenue
Clarendon Hills, Illinois 60514 USA

Course Content & Process

Academics

Each Course Model includes a sequence of Core Academics, with an additional 80+ hours of Montessori First Plane Immersion Academics for those pursuing Model I or III. The course’s Core Academics span two consecutive summers with two intensive weeks per summer (a total of four weeks of Core Academics). Course academics follow this progression:

- Summer 1: Montessori Philosophy and Curriculum (Week 1) and School Operations (Week 2)
- Summer 2: Educational Leadership (Week 3) and Program Development/Leading a Montessori School (Week 4)
- For those in Model I or III, the Montessori Immersion Academics can be completed during the spring and/or summer prior to beginning the Administrator Course Academics. The Immersion academics consist of a specified portion of the academic sequence required for teacher certification candidates, exposing the candidate to an in-depth review of philosophy and classroom techniques for the age level chosen.
Course content for the Montessori Leadership and Administration Course Academics is organized in the following curriculum components:

- Program Development/Leading a Montessori School
- Montessori Philosophy and Curriculum
- Educational Leadership
- School Operations

**Practicum**

- Seton adheres to the requirements of the American Montessori Society in relation to the design and implementation of the course practicum experience.
- The Administrator practicum is defined as lasting at minimum nine consecutive months, with the administrator working at the practicum site for a minimum of 1,080 hours.
- No portion of the practicum may precede the start of the academic phase of the course, and Seton adult learners in Models I and III are required to complete their Montessori Immersion prior to engaging in Practicum.
- Since AMS holds that adult learners must have completed at least 90% of the academic phase prior to completion of the practicum, course participants typically will design their practicum to extend into the school year following their second summer of academics.
- Three practicum visits are required. To best support the growth of the adult learner, the consultation/evaluation visits will be spread over the course of the practicum phase.
- The practicum site school must contain at least one Montessori classroom that meets the environmental setup, materials, and age-range of children as required for its level.
- The Practicum provides the experiential learning that allows an adult learner to synthesize, practice with, and apply the theories and techniques presented during the intensive academic coursework. An optimal practicum situation provides the adult learner with a living model for “best practices” in Montessori educational leadership.

During Practicum, the adult learner has the opportunity to experiment with emerging skills, reflect on new experiences and dialogue with instructors and cohort members who serve as colleagues and mentors.

Seton’s Course Coordinator is available to assist new applicants as they begin the process of identifying a supportive and appropriate arrangement for their practicum. It is ultimately the responsibility of the applicant to choose a practicum site for themselves and to make an agreement with an approved school in order for their practicum to take place. The Practicum and Course Coordinators will provide assistance and support as these arrangements are being made.
A practicum may take place in a supervised position at an approved Montessori school, or, as in most cases, it is a self-directed practicum. In a self-directed practicum, the candidate may be required to identify a mentor who agrees to provide guidance and support during the practicum period. Generally, a mentor is defined as a Montessori school leader who has had significant experience and ideally has expertise in the areas in which the candidate requires guidance. The intention is to match candidates with mentors who can support their educational goals and needs. Seton will provide support and guidance in the process of establishing the candidate/mentor relationship. The student may need to incur additional expenses if a mentor is required (such as reimbursements for travel, and/or an honorarium).

**Course Competencies for Administrator Credential Candidates**

Seton utilizes the following competency statements, adopted by the American Montessori Society for the Montessori Administrator specialist:

1. Demonstrate an understanding of Montessori curriculum, its implementation and expectations for Montessori teachers

2. Demonstrate an understanding of and an ability to communicate to parents and faculty sequence of a Montessori curriculum and a rationale for the materials used in Montessori classrooms

3. Demonstrate observational techniques in order to assist and evaluate the quality of the Montessori program, the teaching staff, and its effectiveness with children

4. Demonstrate effective evaluation procedures for working with Montessori staff

5. Demonstrate a strong understanding of the Montessori philosophy and child development

6. Demonstrate an ability to communicate Montessori philosophy to parents, community and other educational professionals

7. Demonstrate an ability to communicate program goals to staff through professional development and in-service programs

8. Demonstrate school leadership in all areas of operation

9. Develop a comprehensive and fully-functioning Montessori community

10. Demonstrate knowledge of school/child-care governmental regulations
Admissions, Educational Qualifications, and the AMS Credential

For all models, the candidate for an AMS Administrator credential must hold a minimum of a bachelor’s degree from a regionally accredited U.S. college/university, or its equivalent, and the specific prerequisites for each model.

In addition, Seton Montessori Institute requires that applicants supply evidence of successful completion of a college level introductory child development course. An alternate option, for those who do not already have this, is Seton’s online Introduction to Child Development Course (ICD) which is offered periodically throughout the year.

Prerequisites

Administrator Credential - Model I

The candidate demonstrates administrative ability to include school finance, legal and licensing, curriculum administration, personnel and supervision, program planning, and evaluation through one or more of the following:

- Holding an approved and valid state license for school administration
- Being a currently practicing school administrator with at least three years of experience as an administrator
- Being in process of completing a state recognized collegiate program leading to licensure as a school administrator or equivalent required by state/school

Administrator Credential - Model II

The candidate holds a recognized Montessori credential at the Infant and Toddler, Early Childhood, Elementary I, Elementary I-II, Secondary I, or Secondary I-II level.

Administrator Credential – Model III

The candidate holds a bachelor’s degree from a regionally accredited U. S. college/university or its equivalent.

Credential Option for Applicants whose education credentials are not the equivalent of a regionally accredited U. S. College/University degree

At each course level a credential is available to learners who have a minimum of a bachelor’s degree from a non-U.S. college/university that, upon evaluation, is not deemed to be equivalent to a U. S. bachelor’s degree. All other admissions requirements and successful completion of course requirements must also be met in order for the credential to be awarded.
This credential is awarded to those whose degree is officially determined to not be the equivalent to a U. S. bachelor’s degree from a regionally accredited college/university, but which still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance. This credential will state the degree earned and the name of the country in which the degree was earned.

Applicants whose non-U.S. transcripts are determined to be equivalent to a U. S. bachelor’s degree or higher from a regionally accredited U.S. college/university will be awarded the full AMS credential.

**Admission of Applicants whose education credentials are not from a regionally accredited US College/University**

A transcript from a non-U.S. regionally accredited college/university must be submitted to a recognized U. S. credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-U.S. transcript to be equivalent to a bachelor’s degree or higher in the U.S., the adult learner will be eligible for an AMS credential upon successful completion. The official transcript equivalency evaluation must be submitted to Seton as part of the Admissions process prior to official acceptance in the program.

**Additional Admissions Process Steps**

Each course applicant will provide a completed application form, three written references, and two copies of their official college transcripts/transcript analysis report. Applicants who are not native English speakers are requested to submit TOEFL test scores. English skills are necessary for successful completion of the course, and students who have difficulties with written or spoken English may be asked to complete supplementary coursework.

Entrance to the program also requires a personal interview, which is scheduled upon receipt of the completed application and payment of the course deposit. During the interview appointment, the applicant will be asked to provide a writing sample.

**Post-Certification Professional Development Requirements**

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met.
The credential holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s) and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the AMS Professional Development form.

To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential, and every 5 years thereafter.

For further information about this requirement, consult the American Montessori Society website: www.amshq.org.

**Transferability of Certificate and Credits**

The American Montessori Society teaching credentials awarded upon successful completion of coursework at the Institute are recognized and accepted as qualification for employment in Montessori schools across the United States and throughout the world. The credential is not the same as an academic degree and does not directly represent units of academic credit. Completers of the Credential will receive a transcript letter listing the total contact hours completed for each course component. It is important that students consult with any institutions to which they intend to transfer in order to gain information regarding the transferability of Seton’s coursework to meet their requirements.

**Transfer Students**

Seton Montessori Institute will consider the applications of adult learners transferring contact hours and/or credits from other AMS-affiliated teacher education programs and from other Montessori teacher education programs recognized by AMS. Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted.

A transfer applicant must meet Seton’s regular admission and qualification requirements, be a current AMS member, and be within a three-year time limit following their original academic phase. Seton reserves the right to accept or reject Montessori coursework previously completed based on its own standards and requirements. Seton follows all guidelines established by the American Montessori Society in relation to its transfer policies.
**Course Attendance, Absence and Tardiness**

Because of the intensive nature of the coursework, completion of 100% of the content of course academics is a necessary requirement. Adult Learners are responsible for signing in on prepared attendance sheets to document their presence at each half-day session. The daily site coordinator oversees the attendance sheets each day. A missed session, or a partially missed session, must be made up in an approved fashion prior to completion of the course.

The academic day is a nine-hour day, generally made up of two 4.5-hour segments. Tardiness for sessions, or departing before dismissal of the session, hampers the individual’s participation and learning and also causes a disruption to the instructor and other class members. For these reasons, and because of the importance of all parts of the course content, arriving late or leaving early is highly discouraged and an adult learner may be required to re-attend a session if they have arrived late or left early.

**Making up a Session due to Absence or Tardiness**

Attending a missed session during the following course cycle is the standard approach to making up any part of the course not attended. Adult Learners are responsible for keeping a personal record of any sessions they have missed and checking upcoming schedules in order to identify appropriate make-up sessions. In addition, the Adult Learner should complete an Absence from Lecture form to document an absence and submit it to the Seton Office. Finally, the Adult Learner is responsible for making sure they have signed in for any session they are making up, so that there will be documentation on file that the make-up requirement has been fulfilled.

Substitution of sessions may be made, on a limited basis, under appropriate circumstances (with course content that is deemed to be equivalent) with prior approval of the Course Instructor and the Director.

**Assessment of Adult Learner Work and Standards of Progress**

Seton’s faculty sees its role in assessing the work of adult learners as providing them assistance in becoming more aware of themselves and their relative level of professional competence. It involves the necessity of dialogue. Receiving and integrating feedback is an essential aspect of learning and skill development. Reflecting on one’s own completed work, assessing oneself for what has been learned, and planning for what one still needs in order to grow, are other essential aspects of adult learning. With this in mind, Seton Montessori Institute asks its adult learners to make a personal assessment of their work when submitting assignments for review which can then be discussed with the instructor reviewing the assignment.

Further, Seton has adopted the AMS Competencies for its Administrators’ Course. Referred to as the Program Outcomes, these competencies, designed to describe expectations of a Seton administrative graduate, are utilized throughout the program as a guiding tool for course design,
faculty and student accountability and evaluation, and reflective self-assessment on the part of
the administrative candidate. Once the candidate has fulfilled these expectations through
thoughtfully designed coursework, required contact hours, practicum, and relevant assignments
and experiences, Seton is proud to present the graduate as an AMS credentialed administrator.

*Seton’s Course for Montessori Leadership and Administration is competency-based.*

Reflective self-assessment is needed on the part of the adult learner, in dialogue with the
program coordinator. Together they review evidence of academic hours, course content, and
competencies achieved.

**Course Completion Standards**

For successful completion of the course and the awarding of a credential, the adult learner must
have fulfilled all course requirements related to academic attendance, practicum participation,
and course assignment work. The adult learner will have demonstrated their achievement of
course competencies through the following course requirements:

- Attendance at all required academic sessions
- Readings and monthly journal assignments
- Summaries of school visits
- A school Self-Study and School Improvement Plan (as agreed upon with coordinator)
- Portfolio (including professional CV & Philosophy of Educational Leadership statement)

- Standard Operating Procedures Manual or Checklist
- Completion of Independent Study Project
- Personal record of coursework completed
- Evaluation and completion of AMS Administrators’ Competencies (at final meeting)
- Completion of Practicum and Practicum Visits
- For Model I and III: Completion of Montessori Immersion Academics and creation of a
  **Montessori Philosophy and Curriculum Album**, comprised of these sections:

  I. Personal Philosophy Paper
  II. Overview of Montessori Education
  III. Summary of *The Secret of Childhood*
  IV. Educational Theorists
  V. Environment Analysis
  VI. Introductions to Practical Life, Sensorimotor, Math and Language
  VII. Key Characteristics of IT, EC and EL - Needs and Programs
  VIII. Introduction to Observation; IT, EC and EL School Visit Reports
Course Completion and Late Completion Policy

Adult Learners are allowed a maximum of three years from their admission date to complete their credential requirements. The required completion date is set as July 31st, three years from the year in which they were admitted to the program.

Adult learners who are approaching their completion due date and anticipate that they will not be finished with requirements because of special circumstances may apply for an extension. If granted, they will pay a fee of 10% of the current tuition. Their completion date will be extended until July 31st of the following year, and they should meet with the Academic Director to outline a plan for completion of requirements. Adult learners who exceed their completion date and the one-year extension date will be required to:

- Update their permanent file with a new application and any other required elements,
- Submit a resume describing any related work experiences they have had since they were last active in academics and practicum,
- Meet with the Academic Director to plan a personalized program of study and practice for late completion.

The scope of the planned renewal program and the tuition for this program will be based upon the amount of academic work that was left incomplete and the amount of time that the individual has been inactive in Montessori. A minimum of 50% of the current tuition will be due. A minimum of 35 contact hours of academics will be included in the continuation program, along with a renewal of practicum, and an observation visit by a Seton Montessori Institute field visitor.

If an adult learner has not received their credential after six years from the year of admission to Seton Montessori Institute, the adult learner may be considered as a new applicant.

Student Services

We assist adult learners in giving attention to health, nutrition and housing needs through the coordination of Seton Montessori Institute’s daily schedules and routines and through the available presence of coordinators, advisors and instructors. During academics, adult learners receive support from coordinators as needs are identified.

Seton Montessori Institute’s faculty and staff also support adult learners’ educational preparation by providing access to Seton’s resources, following up with adult learners’ questions, and assisting adult learners in identifying needed resources available in the larger community. Where necessary, coordinators will refer the adult learner to health and social service resources in the local community, making use of a resource file maintained in the Seton office.
When receiving adult learners from outside the Chicago area, Seton’s faculty team makes efforts to connect them to each other and to local cultural resources and attractions, programs for children, local transportation services, etc. A list of housing options located near our campus is prepared by the Admissions/Records Coordinator to assist out-of-town adult learners as they plan their living arrangements.

Seton Montessori Institute receives adult learners from many different countries and assists international students in applying for a student visa. The admissions team works to insure that adult learners coming from outside of the United States have an adequate plan for establishing themselves locally for their course of studies.

**Employment Opportunities**

Seton Montessori Institute’s Admissions/Records Coordinator makes available to new applicants information that comes to us about any scholarship opportunities for which the applicants may be eligible, including local schools that may be interested in sponsoring someone.

The Seton Montessori Institute office also gives support to adult learners seeking employment by maintaining online job postings for the use of current students and graduates who are job hunting. The job postings (which are updated regularly) give Seton adult learners an overview of career opportunities and contact information for job leads they can choose to pursue. Over the years, Seton Montessori Institute has developed a large community of schools that regularly send students for teacher education and advertise their staffing needs. School directors often come to Seton functions to talk to students personally. *Seton Montessori Institute does not do job placement for graduates nor are employment, occupational advancement or salary guaranteed.*

**Non-Discrimination Policy**

Seton Montessori Institute shall pursue a policy of non-discrimination in hiring and admissions in regards to race, religion, nationality, origin, disability, gender.

**Confidentiality & Access to Records**

The adult learners’ records are kept in complete confidentiality in the office. Adult learners may have access to view their own files if they request it in writing and an appointment is scheduled.

**Dismissal from the Program and Cancellation of Enrollment**

An adult learner may be asked to withdraw from a Seton Montessori Institute course because of unethical or unprofessional conduct, proved academic or vocational incapacity or unusual circumstances, at the discretion of the Directors after analysis and consultation with the faculty.

In the event of cancellation of enrollment (due to dismissal or cancellation of the program) a refund of remaining tuition will be made within thirty days.
Withdrawal from the Course

Withdrawal from the course should be made in writing to the Course Director. If an applicant withdraws after being accepted in the program but prior to their Orientation, a portion of the application fee will be refunded. *No refunds of payments will be made after Orientation has taken place.* When applicable, a refund check will be issued within one month of the decision.

Tuition and Fees

An application fee is required with an application. An additional tuition payment is due one week prior to academics. The balance of tuition and fees are to be paid based on a payment plan selected and are due prior to the start of the practicum. The student is responsible for seeing that all tuition payments are made by the due date. The terms of the payment plan and/or tuition agreement are to be strictly observed by all parties. Tuition delinquency may result in deferred eligibility for attendance at academics or scheduling of practicum visits.

Financial Aid

Sponsorship by a Montessori school is the most frequent means by which adult learners at Seton receive tuition financial assistance. The Admissions/Records Coordinator will advise students of any sponsorships or scholarship opportunities that are available.

Costs for Materials

Seton Montessori Institute recommends that adult learners include in their budget the funds to cover the cost of books and supplies for assignments to be produced during the course. We estimate that books for the required readings of the course will cost under $200. In addition, adult learners will need supplies for producing their assignments, i.e. paper, binders and printing costs. Costs involved in the production of assignments and educational material making can vary widely depending on choices made by the learner. Faculty will advise adult learners on practical and economical approaches for creating materials and assignments.
Practicum Visit Policy

Adult learners will receive three visits as part of their teacher preparation experience. One of the three visits (generally the second visit) is often done by a qualified Montessori practitioner at the student’s school or in the local area, at the discretion of the practicum coordinator. The third visit serves as a final evaluation visit and is usually scheduled when the candidate is finished or nearly finished with course requirements. Candidates should prepare themselves for their visits in order to receive the maximum educational benefit and assist the visitor in whatever ways will facilitate an optimal use of the time together.

In the case of practicum sites located more than 150 miles from Seton, the student or sponsoring school may be asked to arrange for local transportation for the visitor between airport, school and/or hotel. Seton Montessori Institute will assume the expenses of hotel accommodations (where needed) but relies on the student and/or school to extend a hospitable welcome and assist visitors coming from a distance.

For practicum sites more than 150 miles from Seton, the student or sponsoring school will be charged a $250 fee toward travel costs for each practicum visit done by a visitor coming from Seton. The initial payment of $250 will be due at the time the practicum agreement is submitted to offset costs of the first practicum visit. Every attempt will be made to arrange for a local visitor for the Adult Learner’s second visit. When the student is ready and requests a final (third) visit, they will submit a visit fee of $250 with their request. Field visit travel fees generally total $500 and are non-refundable.

Refund Policy for Admitted Students

The application payment is $500. Of this amount, $100 is a non-refundable application fee. The $400 balance is refundable if enrollment is cancelled in writing within five (5) business days of the date on the acceptance letter. For applicants who are past the published application deadline, $300 of the application fee is non-refundable.

Other Course Fees (e.g. AMS student fees) are non-refundable after the first day of Academics (July 10, 2016).

Refunds of tuition paid will be made within 60 days of receipt of the withdrawal and are calculated proportionately to the percentage of the course completed and taking into account administrative costs.
Refund Amounts
Students who have accepted admission into the program and withdraw by providing written notification will be issued refunds proportionately as outlined below.

- Before the Orientation Session and Academics have begun, 95% of the total course tuition is refundable to the student.
- After classroom lectures have begun for Model I and III students (April 15 or June 14), 70% of the total course tuition is refundable.
- After Academics have begun (July 10, 2016), 50% of the total course tuition is refundable to the student.
- After the first summer of Academics is complete but before the start of Practicum and the second summer of Academics, 30% of course tuition is refundable.
- No refunds will be issued once the Practicum and/or the second summer of Academics has started.

Assessment of Curriculum Effectiveness
Seton Montessori Institute’s course leadership reviews and assesses the effectiveness of its courses for adult learners on an ongoing basis. Assessment of course effectiveness comes from all constituencies of its community: the adult learners, the faculty and field visitors, mentors and supervising teachers, heads of schools (at which the adult learners are employed). Each course cycle will include a process of review, the design of which is established based on current needs and questions. Adult learners complete written course evaluations on a regular basis. Input is analyzed and acted upon as part of our ongoing process of program improvement and renewal.

Advisory Committee and Problem Solving
An Advisory Committee made up of experienced educators and an elected representative of each current Seton Montessori Institute course gives us the benefit of their experience. Meetings are held periodically. Questions, problems, ideas, for the development of the teacher preparation courses are discussed and proposed to the Directors through the Advisory Committee.

The Advisory Committee also performs the function of a problem solving and arbitration committee. Questions or problems are submitted in writing to any committee member, and issues are discussed and voted upon at a committee meeting. Recommendations for resolution of the problem are made to the Executive Director for final decisions.
Problem Solving Procedure and Grievance Policy

When a problem arises regarding an academic matter – such as one having to do with participation in lectures or completion of academic requirements – it should be brought to the attention of the Academic Director for clarification and resolution. If further input is needed, the Executive Director will be consulted.

- When a problem arises regarding a practicum matter – such as one involving scheduling or coordination with the practicum site – it should be brought to the attention of the Practicum Coordinator for clarification and resolution. If further input is needed, the Executive Director will be consulted.
- When a problem arises regarding a business matter – such as one involving payment of tuition or fees – it should be brought to the attention of the Admissions/Records Coordinator for clarification and resolution. If further input is needed, the Executive Director will be consulted.
- When a problem arises regarding interpersonal dynamics, every attempt should be made to resolve it directly with the individual involved. If additional help is needed, the student is encouraged to consult his/her advisor for assistance in mediating the difference.

In case of an unresolved grievance, questions or problems are submitted in writing to any member of the Arbitration Committee. The Committee will discuss the problem and formulate and/or vote upon a resolution or recommendation. Recommendations are made to the Executive Director for final decision.

Final recourse for arbitration for the course, as well as the student, is:

American Montessori Society
116 East 16th Street
New York, New York 10003

Seton Montessori Institute is also registered with the Illinois Board of Higher Education. Complaints against this school may be registered with the Illinois Board of Higher Education 1 N. Old State Capitol Plaza, Suite 333, Springfield, Ill. 62701-1377, Phone (217) 782-2551
Teacher Education Program Rights and Responsibilities

Adult Learner Rights and Program Responsibilities

In order to preserve and protect the rights of adult learners, the teacher education program makes a commitment to the following responsibilities.

In the area of academics, the teacher education program will:

• Emphasize quality in every aspect of course delivery.
• Award credit when and where it is due, in accordance with published guidelines.
• Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
• Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
• Ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance; maintain transcripts or records of grades properly; guarantee confidentiality and adult learner access to records.
• Award certifications when merited; inform adult learners regularly of academic progress; recommend for credentialing by AMS after all stated requirements are satisfied.
• Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
• Describe course requirements in clear, specific, and accurate terms, in written form; ensure that requirements are educationally meaningful.
• Notify adult learners of unusual features of the course that cannot be readily anticipated.
• Offer course work that is comparable to the published catalog description.
• Embrace the principle of academic honesty.
• Publish causes for dismissal in clear and specific form; dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the program will:

• Publish advertising that is accurate, reliable, up-to-date, clear, and concise.

In the area of finances, the program will:

• Inform potential adult learners with regard to sources of financial aid.
• Employ fair and accurate published refund policies.
• Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
• Assess reasonable tuition and provide timely notice of annual increases.
• Keep accurate records of fees paid by each adult learner.
• Inform adult learners about financial instability in the event such a condition exists.
In the area of admissions, the program will:

- Provide published policies on the admission process.
- Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail.
- Maintain clear and specific policies on the availability of job information services.

Program Rights and Adult Learner Responsibilities

The program maintains its rights as an institution of post-secondary education, and expects the adult learner to be responsible for the following:

It is the responsibility of the adult learner to:

- Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
- Be informed—by reading the information disseminated by the course.
- Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
- Continually self-monitor academic progress.
- Attend class and participate in other learning activities, come prepared, and complete assignments on time.
- Embrace the principle of academic honesty.
- Respect the freedom of the program’s staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

- Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators’ with any questions.
- Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
- Represent tuition costs completely and accurately.
- Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

- Be knowledgeable about other available courses/programs, to ensure that enrollment is based on an informed decision. Published information should be read; adult learners, former adult learners, and staff should be contacted and questioned about the level of satisfaction in their relationship to any other course/program they may be considering.
- Represent oneself honestly in applying to the program.
- Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.
The use of the term “teacher education program” includes all course levels: Infant and Toddler, Early Childhood, Elementary, Secondary and Administrators’.


**Code of Ethics of the American Montessori Society**

**Principle I – Commitment to the Student**

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

**Principle II – Commitment to the Public**

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:
1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

**Principle III – Commitment to the Profession**

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:
1. Shall extend just and equitable treatment to all members of the Montessori education profession
2. Shall represent his or her own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications
4. Shall use honest and effective methods of administering duties, use of time, and conducting business
As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

 Adopted by the AMS Board of Directors October 1969.

**Consumer Information**

Over the years more than 1,000 of our graduates have found gainful employment in the Montessori global community.

In 2014, we had 70 adult students in our three teacher certification programs. The enrollment numbers of adult students for the previous three years were:

<table>
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<th>Past Student Enrollments (2011-2013)</th>
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<tbody>
<tr>
<td>Infant and Toddler</td>
</tr>
<tr>
<td>2013</td>
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<tr>
<td>2012</td>
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<tr>
<td>2011</td>
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In the future we will survey our students and graduates to be able to provide the following information:

- The number of students enrolled in the program who were: placed in their field of study, placed in a related field, placed out of the field, not available for placement due to personal reasons, and not employed.
Seton Montessori Institute Locations

Home Campus:

5728 Virginia Avenue
Clarendon Hills, IL 60514
E-mail: institute@setonmontessori.org
Website: www.setonmontessori.org
Telephone: 630/654-0151 Fax: 630/654-0182

Lab Schools:

Seton Montessori School

Children’s House: 5728 Virginia Avenue, Clarendon Hills, IL 60514
Elementary Building: 5717 Western Avenue, Clarendon Hills, IL 60514
Infant-Toddler Community: 5722 Virginia Avenue, Clarendon Hills, IL 60514

Montessori Children’s House of N. Barrington

115 Clover Hill Lane,
N. Barrington, IL 60010
Seton Montessori Institute Statement of Course Catalog Review

Student’s Name _______________________________________________________________

I have received and read the contents of Seton Montessori Institute’s Catalogue for the Credential Course for Montessori Leadership and Administration, describing the policies and practices of Seton Montessori Institute.

Printed Name:  ______________________________________________________________

Signature:  ________________________________________________________________

Date:  __________________________