Seton Montessori Institute

2017 Infant and Toddler Teacher Preparation Course Catalog
# Table of Contents

Seton Montessori Institute’s Educational Objectives and Philosophy ........................................ 3  
Fundamental Tenants of an AMS Teacher Education Program .................................................... 3  
Infant and Toddler Course Identity ............................................................................................. 4  
Course Objectives ....................................................................................................................... 5  
Course Seminar Facilities and Enrollment Capacity .................................................................... 5  
Location of Course Academics: ................................................................................................... 6  
Course Completion Process: ....................................................................................................... 6  
Course Content for Infant and Toddler Level .............................................................................. 7  
Course Competencies ............................................................................................................... 9  
Admission to the Course ............................................................................................................. 9  
Post-Certification Professional Development Requirements .................................................... 11  
Transferability of Certificate and Credits .................................................................................. 11  
Course Attendance, Absence and Tardiness .............................................................................. 12  
Assessment of Adult Learner Work and Standards of Progress .............................................. 13  
Academic Status and Continuation of Enrollment ..................................................................... 14  
Course Completion Standards .................................................................................................... 14  
Self-Evaluations .......................................................................................................................... 15  
Course Completion and Late Completion Policy ........................................................................ 15  
Student Services ...................................................................................................................... 16  
Employment Opportunities ....................................................................................................... 16  
Non-Discrimination Policy ....................................................................................................... 17  
Confidentiality & Access to Records .......................................................................................... 17  
Dismissal from the Program & Cancellation of Enrollment ....................................................... 17  
Withdrawal from the Course ....................................................................................................... 17  
Tuition and Fees .......................................................................................................................... 17  
Financial Aid ............................................................................................................................... 18  
Costs for Materials ..................................................................................................................... 18  
Guidelines for Practicum Sites, Supervising Teachers and Learners ....................................... 18  
Practicum Visit Policies .............................................................................................................. 20  
Practicum Visit Travel Fee Policy ............................................................................................... 21  
Refund Policy .............................................................................................................................. 21  
Refund Amounts ........................................................................................................................ 22  
Assessment of Curriculum Effectiveness ................................................................................... 22  
Advisory Committee and Problem Solving ............................................................................... 22  
Problem Solving Procedure and Grievance Policy ..................................................................... 22  
Teacher Education Program Rights and Responsibilities ........................................................ 23  
Program Rights and Adult Learner Responsibilities .................................................................... 24  
Code of Ethics of the American Montessori Society ................................................................ 25  
Consumer Information .............................................................................................................. 27
Seton Montessori Institute’s educational aim is to engage all facets of an Adult Learner’s unique potential as he or she rediscovers the joy of learning through the Montessori approach.

We offer this document in the hope that, along with a visit to Seton, it will provide a first look and a lasting impression of Seton’s approach to Montessori Adult Education. Welcome to Seton Montessori Institute!

Seton Montessori Institute’s Educational Objectives and Philosophy

Seton Montessori Institute adult education courses are designed to meet the need for professional Montessori educators in the community. Each course level is based on a progressive discovery of children and their needs. The courses are also based on following the development of each adult learner's intellect and personality as they study and assimilate the role of an educator, in relation to children and the larger community. (revised March 2010)

Fundamental Tenants of an AMS Teacher Education Program

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action. (Modeling)

2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (Respect)

3. Recognition of the essential inclusion of Peace Education and the development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. (Peaceful Community)

4. The recognition of the vital importance of observation in teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one’s own classroom. (Observation)

5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult’s learning. (Prepared Environment)

6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. (Assessments)
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. *(Life-long learner)*

8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. *(Constructivist Theory)*

9. The developmental continuum is honored across time, place, and cultures through 1. equal appreciation across all levels infancy through adults; 2. the child/adolescent and teachers learning from each other; 3. Montessori pioneers, current teachers, and aspiring teachers. *(Continuum)*

10. Understanding the underpinnings of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated, spiral curriculum and the attitude that the universe is an evolving, self-organizing force that offers many possibilities. *(Cosmic Education)*

11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. *(Spirituality and Transformation of the Adult)*

12. The function of the practicum phase is to provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. *(Practicum)*

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

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

**Infant and Toddler Course Identity**

Seton Montessori Institute’s Infant and Toddler Course prepares self-aware adults as Montessori educators for children who are in the first half of what Montessori termed the first “Plane of Development,” the period of the Absorbent Mind. During these first three years of life, young children are active explorers of the world around them. They are absorbing information from their environment through their sensorimotor experiences as they develop their potential for movement and language.

Seton’s programs are faithful to Montessori’s global vision and design while cultivating a spirit of scientific inquiry. Our mission is the formation of Montessori educators who will inspire and guide children in their total development as citizens for tomorrow’s world. In keeping with Maria Montessori’s commitment to scientific observation as the
foundation of the educational process, Seton relies on observation and experimentation within its lab school program as an important source for adult learning and reflection.

The Infant and Toddler Course prepares adult educators for work with children from before birth through three years. A full course cycle requires a minimum of eighteen months to complete. Candidates are allowed up to three years to complete all course requirements. Combining the Infant & Toddler and Early Childhood courses makes for an ideal preparation for working within the first Plane of Development (birth to age six). When the Infant & Toddler Course is taken in combination with the Early Childhood course level, the candidate chooses which level will be approached first, depending on his/her concentration of interest and need. Academic work that is common to both levels needs to be completed only once, when registered for the combined program.

Course Objectives

Seton Montessori Institute’s Infant and Toddler Course aims to provide committed adult learners with the information, experiences and insights needed in order to become capable Montessori educators. The course aims 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.

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.

When on the campus of Seton Montessori School in Clarendon Hills, classes will often meet in the “Big Room” of the main Children’s House building. 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 there, adult learners are provided with adult seating, wireless internet access and use of teacher resources. 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 Completion Process:**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Components</th>
<th>Time Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application and Interview</td>
<td>Submit a complete application. This includes:</td>
<td>Year Round</td>
</tr>
<tr>
<td></td>
<td>• Completed admission application with $500 application fee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Official transcript (or evaluation report for foreign educational credential) in the sealed issuing envelope</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Three references (can be emailed to <a href="mailto:Institute@SetonMontessori.org">Institute@SetonMontessori.org</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TOEFL test results recommended to assist academic counseling of those who are non-native English speakers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Upon review, the Academic Director will contact candidate to schedule an interview.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite to Practicum</th>
<th>Introduction to Child Development Course</th>
<th>Offered periodically over the academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Montessori educators rely on a strong child development foundation guided by observation to support the children they serve. Therefore, evidence of completion of a college-level introductory child development course must be submitted. An alternate option is to complete a six-week online Introduction to Child Development course offered by Seton.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academics (Classes meet 8:30 am – 5:00pm)</th>
<th>Orientation Seminar and Independent Study Assignments</th>
<th>Available Monthly – to be pre-scheduled after admission to the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An Orientation Seminar is scheduled once a candidate has completed his/her interview and been accepted. Orientation Seminars are offered monthly (September through May) and introduce the student to a sequence of preliminary independent study course assignments to be engaged in prior to starting formal class attendance. Orientation must take place prior to attending Spring or Summer Beginning Academics.</td>
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<thead>
<tr>
<th>Spring 2017 Dates</th>
<th>Summer 2017 Dates</th>
<th>April through July</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21, 22, 23</td>
<td>June 13 – July 21, 2017</td>
<td></td>
</tr>
<tr>
<td>April 28, 29,30</td>
<td>(Classes held Monday – Friday; Holiday: July 3 and 4)</td>
<td></td>
</tr>
<tr>
<td>May 5, 6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 5, 6, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes held on week days with no class on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 3 and 4.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Continued Academic Seminars</th>
<th>Post Graduate Seminar: November 10 – 11, 2018 (a continuing professional development opportunity covered by course tuition)</th>
<th>Held on long weekends during the school year following the beginning academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• November 9 – 12, 2017</td>
<td></td>
<td>November of the following school year</td>
</tr>
<tr>
<td>• March 15 – 18, 2018</td>
<td></td>
<td>Year Round;</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Practicum</th>
<th></th>
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<tbody>
<tr>
<td>• a minimum of nine consecutive months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• at least 540 classroom hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• at an approved Montessori school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• with an approved plan for supervision and support</td>
<td></td>
<td></td>
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</table>
Course Content for Infant and Toddler Level

Academics
The Infant and Toddler course includes an academic phase of at least 210 contact hours (plus at least 24 additional hours of Early Childhood Overview). Beginning Academics can be started either in the spring or the summer. Two Continuing Academic Seminars round out the academic cycle, and are usually completed concurrently with the Adult Learner’s Practicum. The academic schedule has been designed to support the needs of mature adults who seek to complete coursework while continuing to fulfill other professional and family responsibilities. As such, academics are presented in full-day seminar sequences in which adult learners are quickly and deeply immersed in curriculum.

Because of the intensive nature of the coursework, we advise that adult learners prepare themselves for the start of Academics by having completed all of the Independent Study assignments assigned during their Orientation. It is advised that the Adult Learner organize their life circumstances so that, as much as possible, they are free to give full focus to their studies during academic sessions. Since the practicum phase of the course requires time for reflection and completion of assignment work in addition to the actual hours in the classroom, adult learners need to make realistic allocations of time for their coursework when organizing their daily and weekly commitments.

Course content includes an overview of the Early Childhood level, in order to enhance the Adult Learner’s understanding of the entire First Plane of development (Birth to Six). Completion of a full course cycle requires a minimum of 18 months. Adult learners most frequently complete the course in a year and a half to two years, and they are allowed three full years to complete all course requirements. Course content is organized in the following curriculum components:

• Montessori Philosophy
• Montessori Pedagogy
• Environmental Design
• Child Family and Community
• Observation
• Personal Growth and Development
• Program Leadership
• Child Development: Prenatal to Three Years

Practicum
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 education at the Infant & Toddler level. During Practicum, the Adult Learner has the opportunity to gradually
assume responsibilities for the many aspects of classroom leadership, while experimenting with emerging skills, reflecting on new experiences and dialoguing with more experienced teachers who serve as colleagues and mentors.

The Infant Toddler Practicum lasts a minimum of 540 hours. It must span at least nine consecutive months but may, depending on circumstances, extend through two school years. The student generally works under the supervision of an already-certified teacher for a minimum of three hours per day, five days per week. No more than five hours per day can be counted toward the practicum hour requirement. The class in which the practicum takes place must offer the Adult Learner the possibility of working with a range of developmental levels within the Birth to Three continuum, and the environment must contain a full complement of Montessori teaching materials. The student teacher typically receives three visits from a Seton Field Visitor over the course of their practicum.

Seton’s Practicum Coordinator is available to assist new applicants as they begin the process of locating a setting for their Practicum. It is the responsibility of the applicant to visit schools that are of interest to him or her as potential practicum sites, and to make an agreement for the practicum with an approved school, with assistance and support from the Practicum Coordinator. The chosen school must meet standards for practicum sites set by the American Montessori Society.

Approval of a self-directed practicum is based upon a review of the Adult Learner’s personal qualifications, evidence of a serious identified need within the school community chosen for the practicum, and the availability of a cooperative program of support designed for the particular situation. All self-directed practicums require special planning and the approval of the course director. Self-directed practicums are planned to extend over two school years with three additional visits provided by a Seton Field Visitor. In the case of a self-directed practicum, the practicum site must be prepared to supply additional supervision and support to the self-directed student teacher in order to insure the success of both the student and the classroom program.

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

Upon completion of the course, the successful adult learner will be able to demonstrate competence in the following areas:

<table>
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<tr>
<th>Categories of competency:</th>
<th>As relates to each level the candidate for certification understands:</th>
<th>Suggested evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Knowledge</td>
<td>1a. Montessori Philosophy 1b. Human Growth and Development 1c. Subject matter for each Course Level* not to exclude: • Cosmic education • Peace education • Practical Life • The Arts Fine and Gross Motor Skills 1d. Community resources for learning</td>
<td>Written and oral assignments and examination results</td>
</tr>
</tbody>
</table>

Admission to the Course

The candidate for the American Montessori Society (AMS) Infant and Toddler credential must hold as a minimum a Bachelor’s degree from a regionally accredited United States college or university (or its equivalent) from a university outside of the United States (as verified by an independent official transcript analysis report).

An AMS Associate Infant and Toddler or Early Childhood credential may be awarded to the adult learner who holds a minimum of a High School Diploma or its equivalent, but
does not have a Bachelor's degree from an accredited U. S. institution. Candidates for an AMS Associate Infant and Toddler credential must complete all requirements for the program in which they are enrolled. Upon completion, they should only represent themselves as holding an AMS Associate Infant and Toddler Credential.

Applicants for the AMS Infant and Toddler course who do not have a U. S. Bachelor’s degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.

Each course applicant will provide a completed application form, three written references and an official college transcripts/transcript analysis report. Entrance to the course also requires a personal interview, which is scheduled upon receipt of the completed application and payment of course deposit. During the interview appointment, the applicant will be asked to provide a writing sample. Basic 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.

For Applicants who do not have a degree in Education or Child Development and have not completed an introductory college-level child development course, there is an Introduction to Child Development prerequisite. This may be fulfilled through a course at a local community college or through an Intro to Child Development course available through Seton in a hybrid online format.

**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.

**Credential Option for Applicants whose education credentials whose degrees 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.

An applicant whose non-U.S. transcript is 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.

**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](http://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 Infant and Toddler course 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 academic scheduling and the unique aspect of participating in an immersive experience with a cohort of peers, absences from scheduled sessions are highly discouraged. Coverage of 100% of the content of the 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 an eight-hour day, generally made up of two 4-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 should be avoided. 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 the missed portion of academics 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. Seton’s Registrar can be consulted by an Adult Learner to verify questions about their attendance record, and the Registrar should be informed by the candidate when he/she will be making up a specific missed session during a subsequent course cycle.

When circumstances warrant special consideration, a missed session might be made up through alternative means, such as private tutoring, supervised assignment work, or
attendance at a seminar or workshop with equivalent content. When such arrangements are deemed feasible, they are limited to no more than 10% of an Adult Learner’s total course hours and must have prior approval of the Course Coordinator and the Director.

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

Seton’s instructors see the function of assessing assignments and evaluations as being that of assisting adult learners in becoming more aware of themselves and identifying their goals for continuing development. The process involves the necessity of dialogue. Examining one’s practice and receiving, considering and integrating feedback are essential aspects of learning and skill development. Assessing one’s own learning process is another essential aspect of lifelong learning.

The Montessori approach relies on uncovering the intrinsic motivation and interests of the learner, rather promoting excellence through awarding marks of recognition. As such, assigning grades to adult learners’ work, in the traditional fashion, does not accurately reflect the educational model that we espouse. With this in mind, Seton asks adult learners to make a personal assessment of their work before submitting an assignment for review. A significant difference between the adult learner’s assessment of his/her own assignment’s quality and the assessment made by the reviewing instructor would be occasion for further dialogue about the course material in question.

Adult Learners are allowed flexibility in planning their personal schedule for assignment completion, but time-frames are suggested for submitting certain assignments so that instructor feedback can be given for maximum benefit within the course’s overall time frame. Successful progress in the course is characterized by regular course attendance and a timely completion of assignments, especially those that are specifically earmarked with suggested due dates.

A Rating Scale for assessment and self-assessment of assignments is as follows:

| Rating | Meaning | . |
|--------|---------| . |
| 3      | **Best work** - Required expectations for assignment have been fully met. Work reflects thorough analysis and understanding of material. | . |
| 2      | **Good work** - Required expectations for assignment have been fully met. Work reflects good understanding of material. | . |
| 1      | **Satisfactory work** - Required expectations for assignment have been addressed. Work reflects adequate understanding of material | . |
| 0      | **Must resubmit / Unsatisfactory work** - Some required expectations for assignment have not yet been addressed. Work leaves doubts about student’s understanding of the material. | . |
Academic Status and Continuation of Enrollment

In order to maintain status as a student in good standing within the academic portion of the course, an Adult Learner may not miss more than three consecutive days of session attendance during their declared course cycle without having sought approval for that absence with the Course Coordinator. In addition, Adult Learners who are significantly delinquent in submitting certain key assignments designated for completion during particular phases of the coursework may jeopardize their standing.

In order to maintain status as a student in good standing within the practicum portion of the course, an Adult Learner must submit the required practicum agreement, followed by regular documentation of their practicum through timesheets and discussion board participation. An Adult Learner who is more than two months delinquent in documenting their practicum and has not communicated with the Course Coordinator about their circumstances may jeopardize their good standing as a student.

In order to maintain status as a student in good standing after the conclusion of academics for an identified course cycle, an Adult Learner must have, at minimum, two contacts with the Course Coordinator per year, for purpose of submitting or reviewing required work that is in process.

The roster of current, registered Adult Learners will be reviewed by Institute staff on a regular ongoing basis to verify the status of their enrollment and support their ongoing learning needs. A student who is deemed to not be in good standing will be notified of that fact and may be held back from moving forward into subsequent phases of coursework.

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 assignments and assessments:

Infant and Toddler Completion Requirements:
• Portfolio
• Five Reading Assignments
• Six School Visit Reports
• Environment Analysis
• History of Education Assignment
• Observation Techniques Reports
• Material Making
• Development Handbook (Parts I, II, III)
• Activities Handbook (Parts I, II, III)
• Observation Handbook (Parts I, II)
• Administration Handbook
• Completion of Practicum
• On-Line Monthly Practicum Assignment (9 entries, one for each month of practicum)
• 2 Supervising Teacher/Mentor Reports
• 3 Field Visitor Reports
• Written Self-Evaluations

Self-Evaluations

The purpose of the Self Evaluation is to help the adult learner become aware of her/his total grasp of Montessori (not only intellectual, but also practical skills). Self Evaluations for Infant and Toddler are scheduled twice during the course cycle. Self-Evaluations consist of both writing, in response to prepared questions on course content, and the opportunity for presenting materials and discussing pedagogical question within a small group setting facilitated by a faculty member.

The adult learner is eligible to participate in Self Evaluations scheduled at the end of Summer Academics and as part of the Spring Continuing Academic Seminar. Self-Evaluation results are mailed to students within 30 days and will indicate a “pass” or “needs more work” for each of the various components. A student who performs poorly during Self Evaluations may be asked to repeat some or all of the evaluation sections after additional preparation.

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. They must meet with the Academic Director to outline a realistic plan for completion of requirements within that time frame. 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 academic attendance and practical classroom work 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 in-classroom (practicum) work with children, 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 are able to contact Coordinators around the clock if there is a need. Where necessary, Coordinators refer the adult learner to health and social service resources in the local community, making use of a resource file maintained in the Seton Montessori Institute office.

Seton Montessori Institute also seeks to create an atmosphere favorable to the necessary intellectual development of adult learners through providing access to resources housed at Seton, through personal follow-up to student questions by our faculty members, and through personal assistance in accessing needed resources available in the larger community.

When receiving adult learners from outside the Chicago area, Seton Montessori Institute’s administration makes efforts to introduce them to each other and to local cultural resources and attractions, programs for children, local transportation services, etc. Regarding housing, the Admissions/Records Coordinator makes available lists of local housing options in the vicinity of our campuses.

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, which may be seeing to sponsor someone.
The Seton Montessori Institute office also gives support to adult learners seeking employment by maintaining Job Opportunities listings 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 pursue on their own. Over the years, Seton Montessori Institute has developed a large community of schools that regularly send students to us for teacher education and advertise their staffing needs with us, and school directors sometimes 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 & 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

Withdrawing from the course has both academic and financial consequences. You are encouraged to inform yourself of the consequences prior to making your decision to withdraw. Withdrawal from the course should be submitted via certified mail to the Director.

Tuition and Fees

A tuition deposit is required with an application. An additional tuition payment is due at
Orientation attendance. The balance of tuition and fees are to be paid based on a payment plan selected at Orientation. The adult learner 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 on any sponsorships or scholarship opportunities that are available. The Institute does not participate in VA Educational Benefit or government guaranteed student loan programs.

Costs for Materials

Seton Montessori Institute recommends that adult learners in the Infant and Toddler include in their budget the funds to cover the cost of books and supplies for materials to be made during the course. We estimate that books for the required readings of the course will cost under $100.00. In addition to this, adult learners will need supplies for producing their assignments, i.e., paper, binders and printing costs. The making of some educational materials for use with children will also involve a cost that we estimate to be in the range of $50.00 - $150.00 for Infant and Toddler. 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.

Guidelines for Practicum Sites, Supervising Teachers and Learners

Below is a summary of Seton’s guidelines for practicum sites, supervising teachers and learners. Seton Montessori Institute adheres to all policies of AMS in relation to the design of the practicum experience and associated requirements.

For the Practicum Site:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>AMS Membership:</strong> It is recommended that the practicum site is an AMS member school.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Non-Discrimination Policy:</strong> The site must have a written non-discrimination policy for children and staff.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Licensing:</strong> The site must meet all local and state regulations.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>School Policies:</strong> The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines relating to the adult learner.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Job Description/Contract:</strong> The site must provide the adult learner with an acceptable job description and a contract of agreement. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Cooperation with the Teacher Education Program:</strong> The site must agree to cooperate with the course in all matters relating to the practicum, to allow the adult learner to attend required practicum seminars, and to allow field visitors to visit, observe and meet with the adult learner during the practicum. The site will also help facilitate any necessary communication between the teacher education program and the supervising teacher.</td>
</tr>
</tbody>
</table>
7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours.

8. **Age Range of Class:**
   - Infant and Toddler: Birth to 3 years (depends on practicum model selected)
   - Early Childhood: 2 ½ - 6 years (full age range)
   - Elementary I, II & I-II: The Class should contain children in the full age span for which the adult learner will be credentialed, except in the case of a beginning class, which may contain an age span of less than three years.

9. **Class Size and Adult/Child Ratios:** The class size is adequate to provide the student teacher with sufficient classroom leadership learning opportunity, including possibilities for observation and record keeping, presentation of materials, leading whole group activities, participation in parent conferences and teacher meetings.

10. **Supervision:** Supervision of adult learner is provided by the supervising teacher (from the school) and the field consultant (from the teacher education program). In the case of a self-directed practicum, additional support, usually in the form of an identified mentor, must be arranged for and documented.

11. **Environments:** A full complement of the standard Montessori materials for the age level served is available in the environment. The environment reflects the standard elements of structure, order, beauty, nature, reality, community.

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**For the Supervising Teacher:**

1. **Credentials:** All Supervising Teachers must hold a Montessori credential from an AMS, NCME, AMI or MACTE accredited program. This credential must be at the age level of certification for which the student is a candidate.

2. **Teaching Experience:** The Supervising Teacher must be in at least the second year of teaching after receipt of the Montessori credential, and must be approved as the supervising teacher by Seton.

3. **Student Experiences:** The Supervising Teacher is responsible for providing experiences relating to the following areas:
   - Preparation: of indoor and outdoor environments
   - Observation and Recording: observing, responding/planning, assessing; maintaining records
   - Interaction: relations among parents, staff and children
   - Instruction: designing activities; individual and group presentations
   - Management: individual and group strategies
   - Parent/Community Involvement: family support and community services; parent education, interviews, conferences, meetings; open house
   - Staff Involvement: participation in meetings, establishing team compatibility, and problem-solving techniques

4. **Meetings:** The Supervising Teacher must schedule regular review and consultation sessions with the student at least once per month to assess progress in the above areas.

5. **Assessment:** The Supervising Teacher must complete and submit two evaluation forms requested by the teacher education program (once mid-year, and second toward the end of the school year).

6. **Communication:** The Supervising Teacher is to inform the teacher education program of any difficulties in the professional performance of the student.

7. **Attendance:** The Supervising Teacher must be in the student’s classroom full time, with the exception of an approved self-directed practicum arrangement.

8. **Number of Student Teachers Assigned:** A supervising teacher cannot have more than two adult learners per classroom.
For the Student Teacher:

1. The adult learner is responsible for awareness of all practicum policies and requirements of the teacher education program, as communicated through written course publications such as the catalog and student handbooks.

2. The adult learner submits monthly timesheets to Seton and participates in online practicum reporting on a monthly basis through my.seton.

3. The adult learner is responsible for fulfilling all duties and obligations listed in the agreement with their practicum site.

4. The adult learner must notify Seton in writing if any changes to the practicum arrangements will need to take place after the original practicum design has been approved.

5. The adult learner must notify Seton if opportunities for learning in the specified areas are not being provided at the practicum site.

6. **Meetings:** The Supervising Teacher must schedule regular review and consultation sessions with the student at least once per month to assess progress in the above areas.

**Practicum Visit Policies**

Adult learners will receive three visits as part of their teacher preparation experience (six visits in the case of a self-directed practicum). The Field Visitor’s aim is to look at the life of the classroom with the Adult Learner, and help him or her reflect on the various competencies that are being developed through the practicum experience. The first and second visits are considered to be consultations to the student, to help them in their growth. The third visit (sixth, for self-directed) is an evaluative visit, in which the Field Visitor is asked to verify whether the student teacher is ready for certification. Practicum Visits should include communication with the adult learner, supervising teacher, and if appropriate, the head of school.

One of the three visits, generally the second, may be done by a qualified Montessori teacher at the student’s school or in the local area, at the discretion of the practicum coordinator. The Practicum Coordinator makes specific efforts to identify a local Field Visitor for the second Practicum Visit when a student teacher is located at a distance from Seton Montessori Institute.

As mentioned above, the final visit is an evaluative visit. It is scheduled when the student teacher has completed all academic requirements, is finished or nearly finished with other practicum requirements, and feels ready to demonstrate their competence in classroom leadership. On the occasion of this visit, the adult learner should take leadership during the class session, directing the work, giving individual and group lessons and leading the Line time. Based on observation of the student teacher’s leadership, the Field Visitor must make a recommendation of whether or not the adult learner is ready for certification.

Should the Field Visitor not find the adult learner to be ready for certification, a remediation plan will be developed to strengthen the competencies not yet achieved. A follow-up evaluative visit will be scheduled when the remediation plan has been
completed and the adult learner feels confident that he/she has achieved the outlined goals. There is a charge of $150.00 for each additional Practicum Visit, beyond the standard three visits covered by course tuition.

**Practicum Visit Travel Fee Policy**

In the case of practicum sites located more than 150 miles from Seton, the adult learner or sponsoring school may be asked to arrange for local transportation for the visitor between airport, school and/or hotel. Seton Montessori Institute assumes the expenses of hotel accommodations, when needed, but relies on the student teacher and/or the practicum site to extend a hospitable welcome and assist visitors who are coming from a distance.

In the case of practicum sites located more than 150 miles from Seton, there will be a fee of $250 charged for each practicum visit that is done by a Field Visitor who is traveling from Seton. The fee may be paid by either the practicum site or the student teacher, depending on the agreement that has made between these two parties at the outset of the practicum. An initial payment of $250 will be due at the time the practicum agreement is submitted and will be applied toward the first practicum visit. This additional Practicum Visit Travel Fee applies to both supervised and self-directed practicums.

For a supervised practicum, every attempt will be made to arrange for a local visitor for the second of the three visits, in order to keep additional expense to a minimum. In a self-directed practicum at a site that is beyond 150 miles from Seton, effort will be made to identify a local Field Visitor to do at least four of the six Practicum Visits, thus minimizing this additional cost related to Field Visitor travel.

**Refund Policy**

- The Application Payment is $500. Of this amount, $100 is a non-refundable Application Fee. The balance, $400, is refundable if enrollment is cancelled in writing, submitted via certified mail, within five (5) business days of the date on the Acceptance Letter. For applicants who are past the published Application Deadline, the full $500 Application Payment will be considered non-refundable.
- Other Course Fees (e.g. MACTE and AMS student fees) are non-refundable after the first day of Beginning Academics (April 21, 2017 or June 13, 2017).
- Refunds of prepaid tuition will be calculated proportionately to the percentage of the course completed and taking into account administrative costs.
- No refunds of pre-paid tuition will be made after the first day of Beginning Academics (April 21, 2017 or June 13, 2017).
- In the event that an application is received after the published deadline, and/or the student attends a Late Orientation Session, they will be held to the refund amounts designated for their cohort. No refunds will be issued on or after the first day of Beginning Academics, June 13, 2017.
Refund Amounts

Adult learners who have applied and been accepted into the program and who have confirmed enrollment but withdraw before the Orientation Session, will receive 95% of the course tuition in a refund. Those who have participated in Orientation at the time of withdrawal, receive a 70% tuition refund. Between Orientation and the first day of Beginning Academics (April 21, 2017 for Spring Cohort, June 13, 2017 for the Summer Cohort) students who withdraw will receive 50% of the total course tuition refunded. Once Beginning Academics has begun (April 21 and June 13, 2017) no refunds will be issued. Refunds will be paid within 60 days of receipt of the certified letter of withdrawal.

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 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

MACTE Commission
108 Second Street S W, Suite 7
Charlottesville, VA  22902

• COMPLAINTS AGAINST THIS SCHOOL MAY BE REGISTERED WITH THE ILLINOIS BOARD OF HIGHER EDUCATION, 1 N. Old State Capitol Plaza, Suite 333 Springfield, Illinois  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.
• Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
• 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.

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 1000 of our graduates have found gainful employment in the Montessori global community.

In 2016 we had 85 adult students in our three teacher certification programs. Here are the enrollment numbers of adult students for the previous 5 years:

<table>
<thead>
<tr>
<th>Infant-Toddler</th>
<th>Early Childhood</th>
<th>Elementary I</th>
<th>Elementary I-II</th>
<th>Elementary II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>31</td>
<td>2016 1</td>
<td>2016 7</td>
<td>N/A</td>
</tr>
<tr>
<td>2015</td>
<td>14</td>
<td>N/A</td>
<td>N/A</td>
<td>2015 1</td>
</tr>
<tr>
<td>2014</td>
<td>23</td>
<td>2014 3</td>
<td>2014 13</td>
<td>2014 1</td>
</tr>
<tr>
<td>2013</td>
<td>22</td>
<td>2013 7</td>
<td>2013 7</td>
<td>2013 0</td>
</tr>
<tr>
<td>2012</td>
<td>22</td>
<td>2012 8</td>
<td>2012 4</td>
<td>2012 7</td>
</tr>
</tbody>
</table>

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.
• The number of students who took a State licensing exam or professional certification exam, if any, during the reporting period, as well as the number who passed.
• The number of graduates who obtained employment in the field who did not use the school’s placement assistance during the reporting period (pending reasonable efforts to obtain this information from graduates).
• The average starting salary for all school graduates employed during the reporting period (pending reasonable efforts to obtain this information from graduates).
Seton Montessori Institute

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 and 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 Review

Student’s Name ___________________________________________________________

I have received and read the contents of Seton Montessori Institute’s Catalog for the Infant and Toddler credential course, describing the policies and practices of Seton Montessori Institute.

Signature __________________________________________________________ Date ____________

Academic Director Signature ___________________________________________ Date ____________