2019 Infant and Toddler Teacher Preparation Course Catalog
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Seton Montessori Institute’s Mission, Vision and History

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 immersion in the Montessori approach. 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.

In 1970, recognizing the need for preparation of Montessori parents and educators, Celma Pinho Perry founded the Institute (then known as MECA-Seton) as a branch of Seton Montessori School. The focus, at that time, was preparation of Early Childhood educators. Later, coursework for the Infant and Toddler levels was introduced, followed by coursework for Heads of Schools and Administrators. Seton Montessori Institute is affiliated by the American Montessori Society. Its teacher education courses are accredited by MACTE. (revised January 2019)

Fundamental Tenants of an AMS Affiliated Teacher Education Program

Seton espouses these fundamental tenants, as articulated by the American Montessori Society:

1. Cosmic Education provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
   - the interconnectedness of all things
   - wonder and respect for the living and non-living world
   - nurturing the spirit of the child and the adolescent
   - indirect and direct preparation of each activity
   - sequencing based on whole-to-part-to-whole pathway
   - integrated spiral curriculum
   - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.

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

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

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

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

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

8. Observation is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one’s own classroom and other classroom environments. Recordkeeping documents the on-going observations and learning outcomes that become the basis for future planning.

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

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

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

12. Lifelong Learning is inspired by the teacher education program as part of the ongoing personal and professional journey of learning, growing, observing, reflecting and researching.

Revised by TEAC October, 2017

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 program is 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**

Seton Montessori School, in Clarendon Hills, serves as the home base for all course levels, providing a lab school environment for observation, study and practice. Two alternate sites located near Seton’s main campus are also employed during the course cycle in order to better accommodate the needs of our adult learners.

When on the campus of Seton Montessori School in Clarendon Hills, adult classes most frequently meet in the “Big Room” of the main Children’s House building. On seminar days when school is not in session, the children’s unique learning environments are also often employed, especially for purposes of work with materials and analysis of classroom design. While at the lab school facility, adult learners are provided with adult seating, wireless internet access and use of teacher resources.

Benedictine University is another site used by the Institute. Its campus provides both well-equipped adult classrooms and “practice lab” space for working with Montessori materials. The university provides dormitory housing and cafeteria service, available to out-of-town students during the summer session as well as other amenities of an up-to-date adult learning facility.
Seton also sometimes makes use of facilities at the Christian Church of Clarendon Hills, which is located only a few blocks from the school on Holmes Avenue in Clarendon Hills. This setting offers the use of a large theater-style auditorium and several smaller meeting rooms, within walking distance of the lab school. It is often the site of special sessions that are opened to the larger Montessori community.

Seton course enrollment capacities are decided for each cycle in light of space and instructor availabilities in order to assure a supportive, personalized learning environment. Locations for specific academic sessions are decided and publicized well in advance so that participants can plan their travels and accommodations.

**Location of Course Academics:**

Seton Montessori Institute  
5728 Virginia Avenue  
Clarendon Hills, Illinois 60514

Benedictine University  
5700 College Road  
Lisle, IL 60532

Christian Church of Clarendon Hills  
5750 Holmes Avenue  
Clarendon Hills, Illinois 60514

**Course Completion Process:**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Components</th>
<th>Time Frames</th>
</tr>
</thead>
</table>
| Application and Interview | Submit a complete application. This includes:        
  - Completed admission application with $500 application fee  
  - Official transcript (or evaluation report for foreign educational credential) in the sealed issuing envelope  
  - Three references (can be emailed to Institute@SetonMontessori.org)  
  - TOEFL test results recommended for use in academic counseling of non-native English speakers who have not previously completed university-level coursework in English.  
  Upon review, the Academic Director will contact candidate to schedule an interview. | Year Round, meeting with the Academic Director |
| Before starting Academics  | **Introduction to Child Development Course**  
Montessori educators rely on a strong child development foundation, guided by observation, to support the children they serve. Evidence of completion of a college-level introductory child development course is encouraged and may be requested of applicants who do not already have a college degree, child development coursework or experience working with children. | Completed independently                           |
Academics
(Classes meet 8:30 am – 5:00pm)

**Orientation Seminar and Independent Study Assignments**
Orientation Seminar takes place after a candidate has completed his/her interview and been accepted and prior to the start of Academics. Orientation Seminars are pre-scheduled for small groups. Students are introduced to a sequence of preliminary independent study course assignments to be completed prior to starting formal class attendance and also receive an overview of all course assignments and requirements. **Students must attend an orientation prior to participating in Spring or Summer Beginning Academics.**

**Spring 2019 Dates**
April 12, 13, 14  
April 26, 27, 28  
May 3, 4, 5  
July 1-26, 2019 (M-F)*

*No class July 4th*

**Summer 2019 Dates**
June 18-July 26, 2019*  
(Monday – Friday)

**Continued Academic Seminars**
- November 7-10, 2019  
- March 26 – 29, 2020

**Post Graduate Seminar:** November, 2020 (a continuing professional development opportunity covered by course tuition)

**Practicum**
- a minimum of nine consecutive months  
- at least 540 classroom hours  
- at an approved Montessori school  
- with an approved plan for supervision and support

**Course Content for Infant and Toddler Level**

**Academics**
The Infant and Toddler course includes an academic phase of at least 210 contact hours, which will include at least 24 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. Academic demands are on a par with university-level coursework, though the course is not directly linked with a college degree pathway. Resource information on institutions allowing graduates to apply their coursework toward a college degree is available through the American Montessori Society website.

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 period (the time between acceptance in
the course and the beginning of academic attendance). 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 (minimum of 24 contact hours), in order to enhance the Adult Learner’s understanding of the entire First Plane of development (Birth to Six). Completion of the 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 (minimum 24 contact hours)
- Montessori Pedagogy (minimum 21 contact hours)
- Environmental Design (minimum 30 contact hours)
- Child Family and Community (minimum 15 contact hours)
- Observation (minimum 15 contact hours)
- Personal Growth and Development (minimum 15 contact hours)
- Program Leadership (minimum 15 contact hours)
- Child Development: Prenatal to Three Years (minimum 45 contact hours)

**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. An Adult Learner may not begin practicum until an initial portion of academics have been undertaken, and, once the practicum has begun, the Adult Learner is considered to be in practicum until his/her academic work has been completed, even if the minimum of nine consecutive months of practicum have been achieved.

The Adult Learner 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.

In certain circumstances, a Self-directed Practicum may be a necessity. A Self-directed Practicum requires special planning and dialogue between the adult learner, the director of the practicum-site school, and Seton’s Practicum Coordinator. A Self-directed Practicum is designed to last for two full school years because of the multiple responsibilities being shouldered by the adult learner and the additional time needed for completing requirements and achieving a comfortable level of competence. The plan for practicum support needs to be approved by the Course Director prior to the start of the practicum. In addition to three additional practicum visits, it may include a supplementary practicum experience at another site.

Approval of a self-directed practicum is based upon a review of

- the Adult Learner’s personal qualifications,
- evidence of a serious identified justification for allowing the self-directed status, as described in a letter from the Head of School,
- a cooperative program of support, designed as a collaboration between the student, the school and the Practicum Coordinator to address the needs of the unique situation.

In keeping with guidelines from the American Montessori Society, no part of the practicum may precede the beginning of the academic phase of the course, and the practicum may not end prior to completion of 90% of the course’s academic content.

**Course Competencies**

Upon completion of the course, the successful adult learner will be able to demonstrate competence in the following areas:
### Categories of competency: As relates to each level the candidate for certification understands: | Suggested evidence:
---|---
**I. Knowledge** | 1. 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 | Written and oral assignments and examination results


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**Admission & Credentialing Requirements**

The candidate for the **AMS Infant & Toddler credential** holds a minimum of:

1. A bachelor’s degree from a regionally accredited U.S. college/university or its equivalent.
2. A recognized Montessori Early Childhood credential, or alternatively, participation in the overview course
3. **OVERVIEW COURSE DESCRIPTION** – Min. 24 contact hours: The alternative for an Early Childhood credential is defined as a course of study of at least 24 contact hours
in addition to the minimum required academic hours for the Infant and Toddler credential, which includes the following:

a. Montessori philosophy of the 2 ½ through 6 age range  
b. Montessori rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Mathematics, and Language  
c. Up to 100% of the required overview course may be delivered online.  
d. The overview course hours do not count as part of the total academic contact hours required for the course.  

(Note: Seton has designed its “Beginning Academic” phase in such a way that adult learners will complete the required hours and content of the Early Childhood Overview within the regular course academics.)

4. For adult learners whose post-secondary studies are outside of the U.S: 
An AMS Infant & Toddler credential may be awarded to adult learners who hold a minimum of a bachelor’s degree or higher from a non-U.S. college/university that is determined not to be equivalent to a bachelor’s degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. The degree and country in which the degree was awarded are indicated on the credential. To qualify, the degree’s regular program length must include a minimum of three years of study – degree programs of less than three years qualify the credential candidate for an Associate Infant & Toddler credential.

The Associate Infant & Toddler Credential

1. An AMS Associate Infant & Toddler credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, a GED or the international equivalent, but who has not earned a bachelor’s degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Infant & 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 & Toddler credential.  
2. Applicants for the AMS Infant & 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.  
3. Holders of the AMS Associate Infant & Toddler credential are strongly encouraged to obtain their bachelor’s degree within seven years of credentialing.

4. Teachers with an Associate Infant & Toddler credential are eligible for an upgrade to
an AMS Infant & Toddler credential upon completing the bachelor’s degree requirement. An official transcript documenting this completion, and the appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. To upgrade a credential, the individual must be a current AMS member.

**Other Requirements of the Admissions Process**

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, Seton strongly recommends that the candidate register for and complete an introductory college-level child development course at a community college of their choice as part of the process of preparing for this credential course program.

**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.

**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 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

Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE-accredited programs) will be considered with verification of the following documentation.

The candidate must:
1. Have a degree in keeping with AMS credential requirements.
2. Be a current AMS member, or be registered as an adult learner.

In accepting such a transfer of credit, Seton will:
1. Review and evaluate the credential and portfolio of the candidate, and utilize proficiency pretesting to plan a program of study, if applicable.
2. Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications.
3. Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation.
4. Determine that practicum requirements of the candidate meet the requirements of an
AMS-affiliated teacher education course practicum.

5. Assess and evaluate proficiency as required by the AMS-affiliated teacher education program.

6. Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met.

7. Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

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 who arrives late or leaves early may be directed to re-attend a session or sessions, at the discretion of the Course Coordinator in consultation with faculty.

**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:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Best work</strong> - Required expectations for assignment have been fully met. Work reflects thorough analysis and understanding of material.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Good work</strong> - Required expectations for assignment have been fully met. Work reflects good understanding of material.</td>
</tr>
</tbody>
</table>
## 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**

An Adult Learner’s expected course completion date is set, upon enrollment, as July 31st, three years from the year in which they were admitted to the program. The expectation is that all academic attendance, assignment submission and practicum requirements will have been fulfilled by this date in a normal enrollment. This window applies to the Infant-Toddler, Early Childhood and Elementary I Courses. Similarly, there is a four-year window for completion of the Elementary I-II Course and the Credential Course for Montessori Leadership and Administration.
When special circumstances arise that necessitate it, an Adult Learner may apply for an extension of one year or of two years. If granted, Late Completion Fee(s) will be charged in the amount of 10% of current tuition for each one-year increment needed in order to achieve completion. In making full use of all available extensions, an Adult Learner may take up to five years to complete course requirements (six years for Elementary I-II or the Credential Course for Montessori Leadership and Administration), with the extended enrollment termination date of July 31\textsuperscript{st}, five (or six) years from the year of the original enrollment.

To apply for an extension, the Adult Learner needs to make their request in writing to the Registrar who will notify the Academic Director of the extension and issue an invoice for the Late Completion Fee. The Adult Learner will then meet with the Academic Director to update practicum information and to outline a personal plan and timetable for completion of the remaining course requirements within the period of the extension. During the extension period, the Adult Learner will be required to attend at least one course seminar per year, chosen in cooperation with the Academic Director and maintain deadlines established within their plan for completion.

An Adult Learner whose completion has not been accomplished within the extended time allotment described above will need to complete a new application process in order to re-start active work toward certification. He or she will be subject to the same charges and requirements as other new enrollees. (Revised 12/2017)

**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 Registrar 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 diligently to insure that adult learners coming from outside of the United States develop an adequate plan for establishing themselves locally for their course of studies.

**Employment Opportunities**

Seton Montessori Institute's Registrar makes available information that comes to us about any scholarship opportunities for which new 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

Specific Tuition, Fees and Payment Plans for the upcoming cycle are summarized in this Catalog’s appendix. 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 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 Registrar/Admissions 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>
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<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</td>
</tr>
</tbody>
</table>
5. **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.**

6. **Cooperation with the Teacher Education Program:** 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.

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.

### 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.

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**For the Student Teacher:**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>The adult learner submits monthly timesheets to Seton and participates in online practicum reporting on a monthly basis through my.seton.</td>
</tr>
<tr>
<td>3</td>
<td>The adult learner is responsible for fulfilling all duties and obligations listed in the agreement with their practicum site.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>The adult learner must notify Seton if opportunities for learning in the specified areas are not being provided at the practicum site.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Meetings:</strong> 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.</td>
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**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 $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.
Refund Policy (continued)

• Other Course Fees (e.g. MACTE and AMS student fees) are non-refundable after June 18, 2019.
• No refunds of tuition paid will be made after the following Academics dates: May 5, 2019 for the Spring cohort or June 29, 2019 for the Summer cohort.
• 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 of fully paid tuition proportionately as outlined below.
• After the Orientation Session has begun, 95% of the fully paid course tuition is refundable to the withdrawn student.
• After the Orientation Session has been completed, 70% of the fully paid course tuition is refundable to the withdrawn student.
• Between Orientation and prior to the first day of Beginning Academics 50% of the fully paid course tuition is refundable to the withdrawn student.
• Between the first day of Beginning Academics and before May 5, 2019 for the Spring cohort or June 29, 2019 for the Summer cohort, 30% of the fully paid course tuition is refundable to the withdrawn student.
• No tuition refunds will be made after the following Academics dates: May 5, 2019 for the Spring cohort or June 29, 2019 for the Summer cohort.
• 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.

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 Registrar 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  
  420 Park Street  
  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.
• Maintain clear and specific policies on the availability of job placement 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 1000 of our graduates have found gainful employment in the Montessori global community.

In 2018 we had 42 adult students in our two teacher certification courses. Here are the enrollment numbers of adult students for the previous 5 years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Infant-Toddler</th>
<th>Early Childhood</th>
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<tbody>
<tr>
<td>2018</td>
<td>17</td>
<td>2018</td>
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<tr>
<td>2017</td>
<td>25</td>
<td>2017</td>
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<tr>
<td>2016</td>
<td>31</td>
<td>2016</td>
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<td>2015</td>
<td>14</td>
<td>2015</td>
</tr>
<tr>
<td>2014</td>
<td>23</td>
<td>2014</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).
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
Appendix

Infant-Toddler Course Academics 2019 (Class sessions are 8:30 am – 5:00 pm.)

1. Orientation Seminar and Independent Study Assignments
   A day-long Orientation Seminar is scheduled once an interview has been completed, admission is offered and enrollment is accepted. Orientation Seminars are offered monthly (December through May) and introduce the student to a sequence of independent study assignments designed to prepare the new student for Academics. Orientation must take place prior to attending academics and should be scheduled in time to allow completion of the independent study work.

2. Beginning Academics
   **Spring 2019 Cohort Dates**
   - April 12, 13, 14
   - April 26, 27, 28
   - May 3, 4, 5
   - July 1-26, 2019 (M-F)*

   **Summer 2019 Cohort Dates**
   - June 18-July 26, 2019* (Monday – Friday)
   *No class July 4th

3. Continued Academic Seminars
   **November 7-10, 2019**
   **March 26 – 29, 2020**

Infant-Toddler Course Tuition Information 2019
$6,650 Tuition plus $396 Certification/Membership Fees (MACTE Fee: $166; AMS Adult Learner Fee: $230). The additional fee for a Self-Directed Practicum will be billed if necessary.

Payment Schedule:

<table>
<thead>
<tr>
<th>Application Payment</th>
<th>$500 (due with application submission)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Payment</td>
<td>$2,396 (due one week prior to assigned Orientation Seminar)</td>
</tr>
<tr>
<td>Balance of Tuition (choose one plan):</td>
<td></td>
</tr>
<tr>
<td>Plan 1</td>
<td>One payment of $4,150 due on June 1, 2019</td>
</tr>
<tr>
<td>Plan 2</td>
<td>Two installments of $2,075 due on June 1, 2019 and December 1, 2019</td>
</tr>
<tr>
<td>Plan 3 ($50 finance fee included)</td>
<td>Four installments of $1,050 due on June 1, September 1, December 1 (2019) and March 1 (2020)</td>
</tr>
<tr>
<td>Plan 4 ($100 finance fee included)</td>
<td>Ten installments of $425 due on the first of each month from June 1, 2019 through March 1, 2020</td>
</tr>
</tbody>
</table>
Student’s Name _______________________________________________________

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

Signature ___________________________________________________________ Date ____________

Academic Director Signature ___________________________________________ Date ____________