

Capital Education Institute

Adult Learner Catalog

Montessori Early Childhood Teacher Education Course

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CODE OF ETHICS

As part of the Capital Education Institute, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other. We will do whatever is within our talents and capacity to protect the rights of each person to have the freedom and opportunity to develop his/her full potential.

Principles I – Commitment to the Adult Learner

In fulfillment of the obligation to the Adult Learner, the Capital Education Institute educator:

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

Principles II – Commitment to the Public

The Capital Education Institute 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. Will support the professional 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 Institute.
2. Will not interfere with nor exploit the rights and responsibilities of colleagues within the teaching

profession. Principles III – Commitment to the Profession

The Capital Education Institute 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. Will extend just and equitable treatment to all members of the Montessori education profession.
2. Will represent his/her professional qualifications with clarity and true intent.
3. Will apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Will use honest and effective methods of administering duties, use of time and conducting business.

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

Please Note that in this Catalog Students who study at Capital Education Institute will be referred to as “Adult Learners”

I. Program Information

1. Mission & Objectives

The mission of Capital Education Institute is to provide high quality training course that prepares graduates with the special skills necessary for the workplace in the field of early childhood education. Our objective is to develop quality Montessori teachers and administrators to serve our communities. Part of our mission is to convey to Adult Learners the importance of continuing education. The latest revision date of objectives is May 2012.

2. Program History

Capital Education Institute was established in 2009 by Dr. Frank Lee, an educator and university professor original from Taiwan. Dr. Lee earned his Ph.D. from University of Denver, where he had a chance to know about Montessori. In 1993 Dr. Lee established Capital College in Vancouver, Canada for providing AMS Montessori Early Childhood Teacher Education Program. His purpose is to train highly qualified Montessori teachers and administrators so that they may work in Montessori schools. In 2009 the additional site was established in Chino and then became Capital Education Institute in 2013.

3. Program Current Policy

All courses offered by Capital Education Institute are educational courses which follow the policies and requirements from their responsive regulatory bodies. The Program Director is to ensure that all course objects and contents are kept current and are met to the current requirements by submitting Adult Learner admission form, interim report, practicum reports and annual reports to the above regulatory bodies.

4. Main Site Information

Capital Education Institute

Admission Office & Physical Location: 13791 Roswell Avenue, Suite E, Chino, CA 91710 Phone: 909-465-1370

Website: www.capitaleducationinstitute.us

Corporate Structure and Officials

Capital Education Institute is a registered corporation with a board of directors:

Frank Lee	Honorary Chairman
Jack Lee	Chair of Board, Chief Executive Officer, Chief Financial Officer, Director of Communication, International Student Coordinator
Susan Lee	Program Director
Penny Yang	Program Co-Director, Corporate Secretary, Practicum Director
Alysia Zhao	Student Affairs

Business Hours

The institution business hours are from 1:30 AM to 5:30 PM Tuesday through Thursday. The location is closed on weekends, and statutory holidays.

Facilities and Location

Capital Education Institute is located at Suite E, 13791 Roswell Ave, Chino CA, 91710. Academic classes will be conducted at the above location; there may be off-site field trips. The facility has one large classroom of 890 square feet in size, an office and a reception area with 288 square feet in size and a resource & instructor room of 300 square feet in size. In addition, the location is also close to major highways, bus stop, shops and restaurants. The class size for the program is limited to 40 adult learners.

5. Registration

Capital Education Institute is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE). The approval to operate indicates that the institution is in compliance with the minimum state standards as set forth in The California Private Postsecondary Education Act of 2009 and Title 5 of the California Code of Regulations.

(A) Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Physical Address: 1747 North Market Blvd., Suite 225, Sacramento, CA 95834

Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

Phone Number: (916) 431-6959

Toll Free: (888) 370-7589

Fax Number: (916) 263-1897

Website: <http://www.bppe.ca.gov/>

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

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

(D) The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

6. Accreditation and Affiliation

Capital Education Institute's Montessori Early Childhood Teacher Education Course is accredited by the Montessori Accreditation Council for Teacher Education (MACTE) www.macte.org and is affiliated with the American Montessori Society (AMS) www.amshq.org.

7. Course Overview, Cycle and Age Range

Capital Education Institute currently offers the Montessori Early Childhood Teacher Education Course. The core course includes Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, and Classroom Leadership. The foundational course includes Montessori Philosophy/Theory and Observation. The other course includes Child Development, Art, Music, Movement, and Parent Involvement/Education.

The academic coursework cycle for the year-round weekend classes usually begins in the spring and extends to the last Friday of June the following year. The length of the program is a minimum of twelve months for the year-round schedule. The age range is for children ages 2½ through 6 years. Capital Education Institute reserves the right to change the schedule and will send the class reminder to notice students before the class.

8. University/College credits

The credits from university or college are not available.

9. Teacher Education 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 institution will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.

5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance. The institution will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learner access to records.
6. Award certifications when merited, and inform adult learners regularly of academic progress. The institution will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. 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.
8. Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
9. Notify adult learners of unusual features of the course that cannot be readily anticipated.
10. Offer coursework that follows the published catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form, and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the institution will:

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

In the area of finances, the institution will:

1. Assess reasonable tuition and provide timely notice of annual increases.
2. Inform potential adult learners of sources of financial aid.
3. Employ fair and accurate published refund policies.
4. Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
5. Keep accurate records of fees paid by each adult learner.
6. Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, the institution will:

1. Provide published policies on the admission process.
2. 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.
3. Maintain clear and specific policies on the availability of job placement services

II. Admission & Credential

1. Admissions Policy

a) Criteria for admission:

A minimum of a high school diploma or Bachelor's degree is required for admission to the Montessori Early Childhood Teacher Education Course. (Please refer to transcript requirement for foreign transcripts of bachelor degree). Applicants will be interviewed prior to admission. Applicants need to submit a copy of their identifications and three letters of reference. Applicants must provide the proof of free from TB, criminal record check and a statement from a licensed physician that the applicant is in good physical health before entering practicum training.

b) English Language Proficiency

Adult Learners who wish to enroll in the Montessori Early Childhood Teacher Education Course should have an appropriate English language level (TOEFL 40 / ESL Level 4 / 70% score on C.E.I English Test or has completed the Capital Education Institute LEC program) or with a completion of a LEC program before graduation. The institution also retains the right to require the Adult Learner to engage in further study in English prior to (or in conjunction with) the completion of the Montessori early childhood education courses if, in the opinion of the faculty, the Adult Learner demonstrates a need.

c) International Student

The institution is permitted to enroll international students under Student and Exchange Visitor Program (SEVP). Foreign Adult Learners who wish to enroll the program to obtain I-20 should submit appropriate documentations including passport, admission documents and financial eligibility documents. Additional documents and fees may be needed depending on each Adult Learner's circumstances. Once the student's visa is approved by SEVIS, the international Administrative Fee will not be refunded. The international students have to bring their I20 and meet the DSO to officially register with school on the first day of the class. To maintain legal status international students are required to attend all classes. International students are required to attend a minimum of 18 hours per week (specific date will be assigned by the Institute) of Montessori Philosophy and Practical Practice before the practicum to build better understanding of local early childhood communities. The session covers:

- Interaction with children in a culturally diversified environment
- Learning and observing child interaction activities such as Circle Time, story session, music and dance session
- Observing the background of early childhood education in the United States.

If the Adult Learners have any questions regard I20 student visa, please contact our International Student personnel. There may be fees applied to relevant documents. However, the institute does not hold responsibility regard non- I20 visa status issues advice and working related concern, please contact your lawyer and employer for further questions.

The required documents (Written Interview, Statement of Intent and 3 Reference letters) are required to submit to the institute no later than two weeks after the registration. Adult learners with international studies must obtain degree equivalency evaluations. AMS accepts evaluations from members of the National Association of Credential Evaluation Services (www.naces.org) – other evaluations are accepted on a case-by-case basis only. Documents are required to submit to the Institute no later than two months after the registration. If the required documents did not submit to the institute within the deadline the Adult Learner is asked to stop their study until the required documents are completed and submitted.

d) Application Instructions

Part-time or full-time Adult Learners must file an application with the application fee and STRF fee of \$250 made payable to Capital Education Institute. The application form can be mailed or e-mailed to the prospective Adult Learner. All applicants must review the program requirements. To be admitted to a program, the applicant must arrange to have official transcripts sent to the administrative office. An Adult Learner whose file lacks any the items listed in the application form may be accepted on a provisional basis while he/she awaits full documentation.

e) Transcript Requirement

Adult Learners who do not have a Bachelor's Degree or higher from a non-US regionally accredited college/university, a transcript from a non-US 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 course by course transcript equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-US transcript to be equivalent to a Bachelor's degree or higher in the US, the adult learner will satisfy the Bachelor's degree requirement for an AMS credential upon successful completion. Otherwise, the Associate Early Childhood Credential may be awarded instead.

Adult Learners may have the transcript evaluated from the following agencies. Please note none of the following agencies are affiliated with Capital Education Institute so it is up to individual Adult Learners to do due diligence and check the agencies are still member of NACES.

<http://www.a2zeval.com/>

<http://www.educationinternational.org/fees.htm>

<https://www.fis-web.com/request-a-translation-quote>

<http://gceus.com/services>

http://ierf.org/index.php/individuals/new-applicants-applications-requirements/standard_application

<http://www.jsilny.com/html/foreign.htm#cost>

2. Certification and Credential

A Certificate of Completion is conferred by the institution upon successful completion of the academic and practicum phases. A Montessori Early Childhood Credential is issued for Adult Learner with a bachelor’s degree from a regionally accredited U.S. college/university or its equivalent. An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, or the international equivalent, but who has not earned a bachelor’s degree from a regionally accredited U.S. college/university or its equivalent. Upon completion, they should represent themselves only as holding an AMS Associate Early Childhood credential. Applicants 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. Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the bachelor’s degree requirement.

3. Nondiscrimination Policy

This institution is committed to providing equal opportunities to all applicants in programs and employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of Adult Learners or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran’s status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the Chief Operations Officer who is assigned the responsibility for assuring that this policy is followed.

4. Fees:

All fees are subject to change without notice.

Course Name	Tuition	Non-Refundable						Total Charges
		Agency Member Fee	Registration Fee	Graduation Fee	STRF Fee	Student Service Fee	Manuals & Handouts	
Montessori EC Teacher Education Course								
Local Student	\$7,200	\$560	\$ 250	\$100	0	N/A	\$600	\$8,710
International Student	\$9,200	\$560	\$ 250	\$100	0	Acceptance Letter & I20:\$600	\$600	\$12,810
						International Administrative:\$1,500		\$13,060
						Status Adjustment:\$250		\$12,910
						F1 Reinstatement:\$100		\$12,910

The above fees do not include Adult Learner supplies, such as textbooks, binders, sheet protectors, personal stationeries, etc. Cost for supplemental reading depends on individual’s need. Full payment of tuition is due prior to or upon beginning the coursework. Monthly installments may be arranged.

For enrollment that extends beyond the twelve (12) month completion date for the year-round schedule, or enrollment that has become inactive (defined as no progress toward course completion within a year period) there is a registration fee of \$250.00 to extend or to reactivate the enrollment. For tuition refunds, please refer to Refund Policy.

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Note: No grades or documents will be released if there is an outstanding balance. The institution may refuse any type of service to Adult Learners who have an outstanding balance. The institution may also refuse re-admission to an Adult Learner who has left the institution with an outstanding balance. All fees are subject to change.



STRF Disclosure

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

To qualify for STRF reimbursement, you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four (4) years from the date of closure to file a STRF application. If a judgment is obtained, you must file a STRF application within two years of the final judgment. It is important that you keep copies of the enrollment agreement, financial aid papers, receipts, and or any other information that documents the monies paid to the school.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1) The school closed before the course of instruction was completed.
- 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
- 4) There was a decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.
- 5) An inability to collect on a judgment against the institution for a violation of the Act.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- 1) You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- 1) You are not a California resident, or are not enrolled in a residency program or,
- 2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

5. Policies and Procedures Regarding Financial Aid

The institution does not participate in either State or Federal financial aid programs. If an Adult Learner obtains a loan to pay for an educational program, the Adult Learner will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the Adult Learner has received federal student financial aid funds, the Adult Learner is entitled to a refund of the money not paid from federal student financial aid program funds. However, the American Montessori Society offers competitive scholarships to eligible individuals who have been accepted, are in the process of being accepted, or are already enrolled in an AMS-affiliated teacher education program. Please refer to AMS website for more information.

6. Withdrawal Policy

The Adult Learner may withdraw from any course after course has started with a prior written notice. An Adult Learner who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

7. Policies and Procedures Regarding Cancellation

The institution shall refund 100% of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance on the first day of the class session, or the seventh day after enrollment, whichever is later.

A refund may be processed if the Adult Learner decides to withdraw within the seven days of enrollment or before the first day of the class session. However, the \$250 registration fee will not be refunded.

Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund as per the calculation consistent with the California Code of Regulations. If the Institute delivered the first lesson and materials before an effective cancellation notice was received, the Institute shall make a refund within 45 days after the Adult Learner's return of the materials.

If the Adult Learner has received federal student financial aid funds, the Adult Learner is entitled to a refund of moneys not paid from federal student financial aid program funds.

A notice of cancellation shall be in writing, and a withdrawal may be effectuated by the Adult Learner's written notice or by the Adult Learner's conduct, including, but not necessarily limited to, an Adult Learner's lack of attendance.

The institution shall issue a refund for unearned institutional charges if the Adult Learner cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for Adult Learners who have completed 60% or less of the period of attendance shall be a pro rata refund. The institution shall pay or credit refunds within 45 days of an Adult Learner's cancellation or withdrawal.

8. Refund Policy

The amount owed to the Adult Learner equals the institutional charge for the instruction divided by the total number of clock hours in the period of attendance multiplied by the number of clock hours the Adult Learner has not attended prior to withdrawal. No refunds are due once the Adult Learner has received more than 60% of the clock hours of instruction in any given period of attendance.

For purposes of determining a refund, an Adult Learner shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog.

A notice of cancellation shall be in writing and should be delivered to:

Capital Education Institute
Address: 13791 Roswell Avenue, Suite E, Chino, CA, 91710
Email: info@capitaleducationinstitute.us

If an institution has collected money from a student for transmittal on the Adult Learner's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the institution has not paid the money to the third party at the time of the Adult Learner's withdrawal or cancellation, the institution shall refund the money to the Adult Learner within 45 days of the Adult Learner's withdrawal or cancellation.

The institution shall refund any credit balance on the Adult Learner's account within 45 days after the date of the Adult Learner's completion of, or withdrawal from, the educational program in which the Adult Learner was enrolled.

Any questions an Adult Learner may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at

Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818
Phone Number: (916) 431-6959
Toll Free: (888) 370-7589
Fax Number: (916) 263-1897

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Website: <http://www.bppe.ca.gov/>

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (800) 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

9. Transfer Policy

The institution will accept transfer of core course contact hours and/or credits from other teacher education programs recognized by AMS (AMI, NCME, and MACTE-accredited programs) provided that the course work being evaluated is of "C" or better standing and the Adult Learner has a degree in keeping with AMS credential requirements. Course work less than a "C" will not be accepted or considered for transfer credit. The maximum amount of transfer credits allowed will be evaluated on an individual basis. The institution will also accept the transfer of non-core and non-foundational course credits from other Early Childhood Programs provided that the course work being evaluated is of a "C" or better standing. The maximum amount of transfer credits allowed will not exceed 50% of the total courses. Adult Learners wishing an assessment of credits from other programs must complete "Transfer Credit Request" form, official transcripts and detail course descriptions. Please note that completing the form does not guarantee approval of credit transfer request.

10. AMS Professional Development Policy

Holders of AMS credentials issued on or after July 1, 2013 are required to 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 Montessori credential was issued. If professional development hours are not completed within the time period, the credential will be considered inactive until the requirement is met. The credential holders must keep a record of their professional development.

11. Grievance Policy and Procedures

The institution is dedicated to fair dealing and professional conduct. Should any Adult Learner have a complaint, the Adult Learner is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps:

- 1) An effort to define the problem.
- 2) An effort to identify acceptable options for resolution.
- 3) An attempt to resolve the conflict through the application of one or more of those options for resolution.

Arbitration Committee and Procedures:

- Purpose:
 - 1) To arbitrate significant complaints or grievances by students, faculty or Field Consultants.
 - 2) To decide on a course of action, in response to a grievance, which is binding on all parties involved in it.

- Composition:

The Capital Education Institute's Arbitration Committee will be composed of the following persons, who shall remain members of the committee until the end of the following course session:

- Program Director
- One of the faculties of the course (appointed by the Program Director)
- One of the Adult Learners enrolled in the course
- One other faculty member shall be a stand-by member of the committee.

- Areas of Grievance:

The Arbitration Committee of the Capital Education Institute considers grievances against the program, and against its management and faculty in the following areas:

- 1) Incomplete or seriously deficient training during the academic phase of the course.
- 2) The Capital Education Institute's failure to meet the requirements during the practicum.
- 3) The Capital Education Institute's failure to meet financial obligations to anyone due those obligations.

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- Grievance Procedure:

The Adult Learner may choose to file a written complaint directly with the institution's Program Director who will work to resolve the matter. The Program Director is the individual designated to resolve Adult Learner complaints. That individual will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log where the entry will remain for 5 years. The formal process will involve:

- 1) The Adult Learner's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentary items. The filing deadline is 60 days after the beginning date of the term following that in which the dispute(s) occurred or are alleged to have occurred.
- 2) The Adult Learner may terminate the formal process should, in the interim, the informal process produces a satisfactory resolution.
- 3) The Program Director will notify the Adult Learner representative (elected by the group) and all parties involved of the receipt and nature of the grievance. If a policy is being grieved, the administrator responsible for the policy will be notified.
- 4) A timeline for resolution will be delivered to the principles by the Program Director.
- 5) Interested parties and the Adult Learner representative will communicate with the Program Director in order to make recommendations to resolve the grievance.
- 6) The party responsible for implementing the selected method of resolution will notify the principals of the decision reached. In the event that an Adult Learner does not agree to the resolution proposed, the Adult Learner retains the right to file a complaint with the Bureau for Private Postsecondary Education, Sacramento, CA and the American Montessori Society.
- 7) If Adult Learner still does not agree with resolution proposed by above parties, the Adult Learner retains the rights to file a complaint with MACTE at 420 Park St, Charlottesville, VA, 22902. (434)202-7793 and AMS at 116 E. 16th St., Fl 6, New York, NY, 10003. (212)358-1250.

8) Adult Learner Responsibilities

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. 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:

1. 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.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Fulfill all financial obligations to the program on time, including timely payment of tuition, processing fees, late fees, and other charges.

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

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite Requirements

III. Academic Policies

1. Course Description

This course is comprised of 349 academic lecture hours (this does not include the Montessori Overview course) and minimum of 540 hours (nine consecutive months) practicum work experience at the Montessori schools. The Montessori Overview course is designed to give and help Adult Learners with no early childhood educational background an overview of the Montessori philosophy. Adult Learners are encouraged to take this overview course before starting of the Montessori course.

The purpose of the academic coursework and practicum is to help the Adult Learner develop the necessary knowledge and understanding of Montessori philosophy and practical experience to become a competent Montessori educator.

Clock Hours

6.2.5.1 Practical Life Curriculum (Core): 32 Hours

Philosophy and rationale of the practical life curriculum area, ground rules and grace and courtesy, development and refinement of movement, care of the person, care of the environment, food preparation and nutrition.

6.2.5.2 Sensorial Curriculum (Core): 32 Hours

Prerequisite: Practical Life, Child Development

Philosophy and rationale of the sensorial curriculum area, materials aiding in the development and refinement of the five major senses, such as visual, auditory, tactile, gustatory, and olfactory.

6.2.5.3 Language Curriculum (Core): 40 Hours

Prerequisite: Practical Life, Sensorial, Child Development

Philosophy and rationale of the language curriculum area, materials aiding in the development of language skills and concepts: receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary and enrichment.

6.2.5.4 Mathematics Curriculum (Core): 40 Hours

Prerequisite: Practical Life, Sensorial, Child Development

Philosophy and rationale of the mathematics curriculum area, materials aiding in the development of mathematical concepts/skills: introduction to numeration, linear counting, the decimal system and the functions and memorization of facts.

6.2.5.5 Physical and Life Science Curriculum (Core): 20 Hours

Prerequisite: Practical Life, Sensorial, Language, Mathematics, Child Development

Philosophy and rationale of this curriculum area includes botany, zoology, earth elements and physical science.

6.2.5.6 Social Studies Curriculum (Core): 20 Hours

Prerequisite: Practical Life, Sensorial, Language, Mathematics, Child Development

Philosophy and rationale of this curriculum area includes geography, land and water forms, globes, maps, flags, multicultural awareness, history, time, calendar, seasons, personal family history.

6.2.5.7 Classroom Leadership (Core): 24 Hours

Prerequisite: Practicum enrollment, Practical Life, Sensorial, Language, Mathematics, Physical & Life Science, Social Studies

Philosophy and rationale of classroom leadership including the review of Montessori curriculums, the role of the teacher in the preparation of the environment, scheduling and planning, lesson strategies, preparation of synthesis project, evaluation of children and techniques for discipline, communication, peace education, and problem-solving. Additional topics include administration, review of licensing requirements, starting a school, legal structures of schools, budget and financial requirements and the role of consultation and accreditation.

6.2.5.8 Montessori Philosophy: 32 Hours

Montessori from an historical perspective and philosophy specific to the method, i.e., absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, etc. are examined. How these relate to the child, materials, teacher, and environment is discussed. Peace education is also introduced.

6.2.5.9 Observation in Child Development: 8 Hours + 37 Hours self-directed

In Observation Adult Learners review the observational methods of running record, checklist and anecdotal reports. Lecture and documented observation (self-directed observation is done during practicum phase), is designed to bridge the academic coursework and the practicum phase.

6.2.5.10 Child Development: 32 Hours

The Child Development includes theories of development and stages of development which are discussed in the Physical, Cognitive, Emotional and Social areas. Current theories and research are examined.

6.2.5.11 Art, Music and Movement Curriculum: 24 Hours

Philosophy and rationale of the art curriculum area: materials that aid development of art concepts and skills in two-dimensional art activities, three-dimensional art activities, art appreciation and art history. Philosophy and rationale of the music and movement curriculum area, materials aiding in the development of music and movement concepts and skills, singing skills, instrumental skills, music appreciation and history, body awareness, basic skills (loco-motor, stationary games) and line activities.

6.2.5.12 Child, Family and Community (Parent Involvement/Education): 24 Hours

Topics include parent involvement and education, raising the level of awareness, developing a knowledge base, providing options for collaboration, creating strategies for collaboration, and application and implementation of strategies. These topics are discussed during practicum seminars.

6.2.5.13 Practicum: 540 Hours

The practicum phase provides the Adult Learner with a supervised teaching and learning experience and a period of observation, internalization, and further study, in order to bring together the theory and practice of Montessori education.

6.2.5.14 Practicum Seminars: 19 Hours

Topics related to practicum phase will be discussed during the practicum seminars.

6.2.5.15 Yearlong (Graduation) Project: 2 Hours

The Adult Learners are asked to present their year-long synthesis (graduation) projects in small groups at the graduation ceremony.

2. Course Competencies

Capital Education Institute has adopted the competencies established by Montessori Accreditation Council for Teacher Education (MACTE). The aim of the academic and practicum experiences is for the Adult Learner to develop competencies as a Montessori teacher.

- I. Content Knowledge – Understands the theory and content regarding:
 - 1a. Montessori Philosophy
 - 1b. Human Growth and Development
 - 1c. Subject matter for Early Childhood Course Level not to exclude:
 - practical life, sensorial, math, language, science, physical geography, cultural studies, cosmic education, peace education, the arts and fine and gross motor skills
 - 1d. Community resources for learning
- II. Pedagogical Knowledge -- Understands the teaching methods and materials used regarding:
 - 2a. Correct use of Montessori materials
 - 2b. Scope and sequence of curriculum (spiral curriculum)
 - 2c. The prepared environment

- 2d. Parent/teacher/ family/community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment & documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

III. Practice – Can demonstrate and implement within the classroom:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. The Montessori philosophy & methods (materials)
- 3d. Parent/teacher/ family partnership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

3. Required Instructional Materials and reading lists

The curriculum manuals are required for the Montessori Early Childhood Teacher Education Course. The Adult Learners are also required to purchase their own textbooks and personal materials.

Required Textbooks

Dr. Montessori's Own Handbook, The Montessori Method, The Discovery of the Child, The Absorbent Mind and The Secret of Childhood by Maria Montessori

Recommended Readings

Education and Peace, The Child in the Family, Education for a New World, What You Should Know about Your Child, The Formation of Man, by Maria Montessori
Maria Montessori: Her Life and Work by E. M. Standing
Montessori Read and Write by Lynne Lawrence

4. Instructor/Adult Learner Ratios

The instructor/adult learner ratio for each class is 1: 30. For adult learners exceed the number of 30, a qualified assistant will be included to help with in-class material practice and evaluation.

5. Attendance Policy/Make-up Policy/Tardiness Policy

Due to the correlation between the success of an Adult Learner and attendance/participation it is imperative that attendance is impeccable. **It is the Adult Learners responsibility to communicate with the institution and the course Instructor in writing by email regarding any late arrival, early departure or absence.** It is Capital Education Institutes expectation that Adult Learners will arrive 15 minutes early to every scheduled class.

Absence

- Adult Learner can miss accumulated no more than 10% of the academic phase of the program, this includes both authorized and unauthorized absence.
- Here's the corrected version:
- The Adult Learner may miss no more than 8 hours in a CORE course and no more than 4 hours in a NON-CORE course. Additionally, International Adult Learners may miss no more than 3 sessions of Montessori Philosophy and Practical Practice. If these limits are exceeded, a make-up processing fee will be charged.
- Tardiness (late arrival) or leaving class early will also be counted as absence.
- Adult Learners must provide a doctor's note for extended absence for more than one day due to illness.
- The program is only for Adult Learners who registered the program and no children are allowed in the class. The student will be mark absent for bringing children to class without prior authorization.

Absence Consequence and Makeup Plan

- Adult Learner who missed more than 10% of the academic phase of the program will be dismissed from the program and re-register the whole program with current corresponding tuition and fees; this includes both authorized and unauthorized absence.
- Every time a portion of a class is missed, 1 point will be deducted for every hour missed in Participation Points.
- If any absence or a portion of a class is missed, a written plan to make up the missed hours MUST be completed and signed by the course Instructor as well as the Program director. (*Use the Make-up Plan form). The Adult Learner must also initiate and communicate with the course Instructor and Program Director regarding missed time
- Absence, including both authorized and unauthorized absence, for less than 8 hours in a CORE course and 4 hours in a NON-CORE course can be resolved through Make-up activity.
- Make-up activity must be prearranged with the Program Director and may include completing class exercises, viewing class video, or other course-related assignments including study guide assignments/on-line homework assignments. Make-up activity and Assignment for missing hours must be completed in two weeks.
- Absence for more than 8 hours in a CORE course and 4 hours in a NON-CORE course, the Adult Learner has to make-up the missing session with the next cohort (Adult Learner has two years from initial enrollment to complete the missing session). A processing fee will be applied \$30 each time.
- The institution does not guarantee availability of Make Up classes/time; the Adult Learner may need to re-register if a make-up class is not able to be arranged.
- Absence without prior written notice and an approval will receive warning from the institute. If it more than 2 sessions, The Adult Learner will be placed on probation and place the Adult Learner as undeclared (Drop-out) status. Reactivation of status requires re-registration of the whole program with corresponding tuition and fees.

6. Leaves of Absence

Should circumstances be such that a leave of absence is to be requested, an Adult Learner must submit an absence form with related documents and legitimate reason for a leave of absence. At the discretion of the Program Director, a leave may be granted for a reasonable time, as warranted by the circumstances. Please refer to attendance policy for missing hour make up plan.

If an Adult Learner repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, the Program Director may, in his/her sole discretion, dismiss an Adult Learner from the program and issue the appropriate refunds as may be required.

7. Adult Learner Conduct and Dismissal Policy

The Adult Learners are expected to behave professionally and respectfully at all times. The Adult Learners are expected to respect the administrator, instructional staff, other adult learners and the class environment and materials. The Adult Learners are subject to dismissal for any inappropriate or unethical conduct or for any act of academic dishonesty. The Adult Learners are expected to dress and act appropriately while attending this institution. At the discretion of the school administration an Adult Learner may be dismissed from school.

The following are considered reasons for dismissal from the program:

- Lack of commitment and serious intent demonstrated by the Adult Learner and observed by the instructor. Examples might include inattention during class time, incomplete or unacceptable assignment material, or continued absences from class without notice for over two sessions.
- Any student dismissed for attendance related reasons—consecutive absences, failure to maintain satisfactory attendance, failure to meet the terms of attendance probation, or failure to return from a leave of absence—may reapply for readmission.

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- Marked inability to interact with faculty, Adult Learners or children in a mature and respectful manner.
- Violation of the ethical standards.
- Submitting false records or information, in writing or orally, or failing to provide relevant information, at the time of admission to the program.
- Falsifying or submitting false documents, transcripts or any other academic credentials.
- Damaging, removing, or making unauthorized use of Capital Education Institute or the personal property of instructors, staff and other Adult Learners, and assaulting individuals, including conduct which leads to the physical injury or emotional harm of instructors, staff or other Adult Learners.
- Creating safety hazard to others including but not limited to coming to class in an intoxicated or drugged state, possession of drugs or alcohol on campus, possession of a weapon on campus, and/or Stealing or damaging the property of another

The Adult Learners who do not meet the expected code of conduct will be subject to the procedures outlined below which may include immediate dismissal from the institution depending on the severity of the misconduct.

Code of Conduct Dismissal Procedure:

1. All concerns relating to Adult Learner misconduct shall be directed to the Director of Student Affair. Concerns may be brought by officials, Adult Learners or the public.
2. The Director of Student Affair will arrange to meet with the Adult Learner to discuss the concerns within 5 business days of receiving the complaint or as soon as practical. If the alleged conduct is of such a serious nature that an immediate dismissal may be warranted the Administrator will meet with the Adult Learner as soon as practical.
3. Following the meeting with the Adult Learner, the Director of Student Affair will conduct whatever further enquiry or investigation is necessary to determine whether the concerns are substantiated.
4. Any necessary inquiries or investigations shall be completed within 10 business days of the initial meeting with the Adult Learner.
5. The Director of Student Affair will meet with the Adult Learner and do one of the following:
 - a. Determine that the concerns were not substantiated;
 - b. Determine that the concerns were substantiated, in whole or in part, and either:
 - i. Give the Adult Learner a warning setting out the consequences of further misconduct;
 - ii. Set a probationary period with appropriate conditions; or
 - iii. Recommend that the Adult Learner be dismissed from the Institution.
6. The Director of Student Affair will prepare a written summary of the determination. The original will be given to the Adult Learner, a copy will be placed in the student's file stored securely in the Institute and a digital copy will be stored in the Institute's database.
7. If the Adult Learner is issued a warning, the Director of Student Affair and the Adult Learner both sign the written warning and the Adult Learner is given the original, and a copy will be placed in the Adult Learner's file stored securely in the Institute.

The institution shall issue a refund for unearned institutional charges upon Adult Learner dismissal. Adult Learners who have completed 60% or less of the period of attendance shall receive pro rata refund. No refunds are due once the Adult Learner has received more than 60% of the clock hours of instruction upon dismissal. The institution shall pay or credit refunds within 45 days of an Adult Learner's cancellation or withdrawal.

8. Cancellation of Course Policy

Capital Education Institute reserves the right to cancel a course three weeks prior to its commencement. All fees paid by the applicants towards the particular course will be refunded. The institution shall pay or credit refunds within 45 days of cancellation of course.

9. Requirements for Course Completion

Adult Learners must satisfactorily complete all course requirements - academic and practicum within a two-year time periods (Academic year) following the course's official beginning of the academic phase for which the Adult Learner was enrolled. To complete this course an Adult Learner must successfully finish both academic and practicum phases

by maintaining satisfactory attendance (Please refer to attendance policy), paying all outstanding fees, returning any borrowed books from the institute, and achieve a letter grade of **“C” or greater** on written examinations, demonstrations, rational papers, manuals, observations reports, practicum, practicum planning journals, practicum activity plan in all courses. If the Adult Learner has not completed all course requirements within the required time limit for which the Adult Learner was enrolled, the Adult Learner will have to apply to re-register the full course with corresponding tuition and fees.

10. Academic Expectations/Grading/Assessments

Grades and Standards for Adult Learner Achievement - Satisfactory Progress

Grades are awarded on a traditional A, A-, B+, B, B- ... F system. **The minimum passing grade is a C.** The minimum allowable grade point average to maintain satisfactory progress is a C.

In calculating an Adult Learner’s grade point average, the following policy applies:

Grading System:

Excellent	97 – 100	A+
	93 – 96	A
	90 – 92	A-
Satisfactory	87 – 89	B+
	83 – 86	B
	80 – 82	B-
	77 – 79	C+
Unsatisfactory/Fail	70 – 76	C
	60 – 69	D
	0–59	F
Incomplete		I

If the Adult Learner has not completed the coursework and earned a grade at the end of the course, the instructor may issue one of the following grades.

Incomplete: If the course has not been completed, the instructor may issue an “I” on a two-month extension of the term, at no additional tuition cost, when the Adult Learner is making satisfactory progress and the instructor believes that an extension of time will permit satisfactory completion. At the end of this period, a final grade must be recorded.

Withdraw: The Adult Learner may withdraw from any course before the end of the term. At the end of the term, the instructor may withdraw the student from the course and issue a “W” when the instructor believes the Adult Learner's progress is insufficient to warrant an extension. An Adult Learner who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

11. Course Completion and Performance Standards

In order to graduate, the Adult Learner must complete all course requirements including, but not limited to:

- Practicum assignments, seminars, observations, journals, activity plans, and practicum.
- Course requirements and assignments, final exam, and course attendance.
- During the practice sessions the Adult Learners will prepare presentations in each of the following curriculum areas: Practical Life, Sensorial, Language, Mathematics, Social Studies (Geography and History), Physical and Life Science (Botany, Zoology). The instructors responsible for the curriculum areas evaluate the presentations using the Final Grade Sheet (*Please refer to Assignment Handbook*).

Due Date: During each curriculum class

- Development and maintenance of the curriculum manuals are required by the Adult Learner. A rationale paper and written exam paper are required for Practical Life, Sensorial, Mathematics, Language, Social Studies, Physical and Life Science. See the Final Grade Sheet (*Please refer to Assignment Handbook*).

Due Date: Four weeks after the last class unless instructors provides alternative schedule

- The Adult Learner maintains the *Practicum Handbook*, the *Practicum Planning Journal* and the *Activity Plan*. The Adult Learner is responsible for signing the attendance sheet for practicum.

Due Date: At each practicum seminar and at each practicum visit

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- The Adult Learner needs to submit ten observation reports (*Please refer to Assignment Handbook*).
Due Date: At each practicum field consultant observation visit. Please see Assignment Due Dates
- A synthesis project/graduation project is required before graduation.
Due Date: At the final practicum seminar and graduation ceremony (usually held in summer)

Late Assignments and Re-do Assignments

All assignments need to be handed in on time on the day they are due. Please include a cover sheet and place it in a file folder or staple it. E-mailing assignments to the institute and/or instructor is not permitted.

No late or incomplete assignments will be accepted. The instructor will determine the amount of marks that will be deducted depending on the assignment and/or situation.

In rare situations if the Adult Learner has a personal emergency such as a car accident or serious illness, the institution may accept the assignment late without deducting marks within two weeks; an effort should be made to have the assignment delivered by a family member, friend or colleagues if possible.

Re-do assignments will only be allowed if the instructor feels the quality of the work is poor. The Adult Learners cannot re-do the assignment only to achieve a better mark. ***All re-do assignments handed in will not be allowed to get a mark higher than a C and should be handed in within two weeks.***

The Adult Learners will know the results of their material presentation evaluations immediately during the in-class practice session. The results of the manuals, rationale and written exam papers will be issued by the institute's administrator after the instructors finish the grading.

12. Academic Probation

The Program Director may place an Adult Learner on academic probation if the Adult Learner is not making satisfactory academic progress as per this institution's published policy. The Adult Learner's grade point average will be monitored at the end of each enrollment period when the grades are posted. Should the GPA fall below that required for graduation, an Adult Learner may be placed on academic probation. This will result in a formal advisory, which will be sent to the Adult Learner, indicating the reason for the probation. Failure to maintain satisfactory academic progress may result in dismissal from the program. The Program Director will offer assistance in locating a suitable tutor, should such service be requested by the Adult Learner.

13. Cheating and Plagiarism

Testing and assignments assure the mastery of knowledge and skills that prepare the Adult Learner s professionally and academically to work with children. **Capital Education Institute has a zero-tolerance policy on cheating and plagiarism. Cheating or copying during any type of assignments, quizzes and/or exams will result in immediate failure of the curriculum course.** The Adult Learner will be required to re-register for the curriculum course with an additional course fee.

- **Cheating:** Cheating includes:
 - Using unauthorized sources of information during any type of test or examination;
 - Giving or receiving unauthorized information to/from another Adult Learner during any type of test or examination.
- **Plagiarism:** Plagiarizing (copying) involves representing work of another person as one's own. Close paraphrasing and self-plagiarism are also unacceptable practices. The Adult Learner s should cite quotes used and also attach a reference page. The APA style (www.apastyle.org) for citation is required. Plagiarism includes:
 - Submitting work extracted in full or part from another person's paper;
 - Submitting work of one's own that has been submitted previously;
 - Submitting work or an idea from someone else and representing it as one's own;
 - Submitting materials downloaded from a website and/or the instructor's power point slides in the class without appropriate citation to acknowledge the source of information;
 - Copying any text verbatim or with only slight variation/close paraphrasing from the original text without proper citation

The Adult Learners are required to prepare or purchase their own textbooks prior to the beginning of the courses. No part of the textbook should be reproduced, or used in any form or by any means – graphic, electronic or mechanical, including photocopying.

If the Adult Learner need more clarification or have any further questions about what constitutes cheating, plagiarism, and any other academic misconduct please speak to the instructor and/or the Program Director.

14. Transcripts

Each Adult Learner's file will contain the Adult Learner's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$15.00 per copy. Transcripts will only be released to the Adult Learner upon receipt of a written request bearing the Adult Learner's live signature. No transcript will be issued until all tuition and other fees due to the institution are paid. The paper work and documents filing will also be charged at \$15 per time. Additional fees may be needed depending on each Adult Learner's circumstances.

15. Privacy Act, Adult Learner Records and Transcripts

Adult Learner records are kept for five years. Transcripts are kept indefinitely. Adult Learners may inspect and review their educational records. To do so, an Adult Learner should submit a written request identifying the specific information to be reviewed. Should an Adult Learner find, upon review, that records that are inaccurate or misleading the Adult Learner may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, an Adult Learner may ask that a meeting be held to resolve the matter. It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act. It is our intent to protect the privacy of an Adult Learner's financial, academic and other school records. We will not release such information to any individual without having first received the Adult Learner's written request to do so, or unless otherwise required by law.

16. Notice Concerning Transferability of Credits and Certificate

The transferability of credits you earn at Capital Education Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Capital Education Institute's Montessori Early Childhood Teacher Education is also at the complete discretion of the institution to which you may seek to transfer. If the certificates that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Capital Education Institute to determine if your certificate(s) will transfer.

Adult Learners who have a US recognized bachelor degree and have successfully completed Montessori Early Childhood Teacher Education course may continue to apply for Master of Education degree from the following schools: Chaminade University at Honolulu, Hawaii, or Saint Catherine University at Saint Paul, Minnesota. Eligibility to enroll is at the complete discretion of these institutions.

17. Challenge Exam Credit Policy

No credit based on the taking of challenge exams is available.

18. Achievement Tests Credit Policy

No credit based on the taking of achievement exams is available.

19. General Policies

- Facility: The Adult Learners have access to the facility, and are expected to preserve the facility in the condition at time of usage.

- Office copy machine: A small fee is required for making personal copies with the administrator's assistance during the office business hours.
- Media equipment: It is the Adult Learners' responsibility to make sure the media equipment, such as overhead projector in the classroom is used properly. The Adult Learners will be liable for the damage or improper use of the media equipment.
- Material: All materials in the classroom are to be handled carefully and returned to their original places after use or practice. Please carry the material one at a time. All the tables and chairs should be returned to the original places and pushed in before leaving.
- Cell phone: The Adult Learners should turn their cell phones off or in silent mode when classes are in session. Using cell phone during classes is disrespect to the instructor and other adult learners.
- Library: The lending library is open to all instructors and adult learners during business hours. The Adult Learners shall fill out the library card with their full names. The Adult Learners are responsible for all books borrowed and for any charges on items that are lost or damaged. The Adult Learners may not borrow any other items in the library until ALL items have been returned.
- Food and drink are allowed in the classroom but the Adult Learners are responsible for the clean-up and any spill in the classroom. No food or drink are allowed to place on the shelves and in the classroom overnight.
- Classroom cleaning: The Adult Learners are expected to keep the public restroom clean and take turns to help with material dusting, floor sweeping and garbage cleaning for each class.
- The facility is a smoke-free area.

20. Student Services

Library Resources

A small library is maintained by this institution. Adult Learners can borrow any learning resources as needed to complete course requirements established by the instructors.

Housing

This institution does not operate dormitories or other housing facilities. The institution may refer adult learners to external party who offer housing.

Housing rental nearby the institution includes:

Revere Village Apartments – 5189 Revere St, Chino (844-831-6332) - \$750

2460 Angela St, Pomona (855-363-7302) - \$800

Village Crossing – 4200 Village Dr, Chino Hills (844-814-0469) - \$1299 - \$2,221 Eagle

Canyon – 13316 Woodsorre Rd, Chino Hills (844-774-6653) - \$1,628 - \$1,644

Other Services

This institution provides supplemental education materials and instructors are available for academic advising during off hour through email and phone. Adult Learners are made aware of the service through Adult Learner orientation and verbal recommendation from the administration office. For health-care related issues the administration office recommends Adult Learners consult their family doctor or local pharmacy.

21. Academic Freedom

Capital Education Institute is committed to assuring full academic freedom to faculty. Confident in the qualifications and expertise of its faculty members, the institute encourages its faculty members to exercise their individual judgment regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those official sanctioned by the institution, methods for which the institute has received oversight approval.

Capital Education Institute encourages instructors and Adult Learners to engage in discussion and dialog. Adult Learners and faculty members alike are encouraged to freely express views, however controversial, as long as they believe it will advance understanding in their specialized discipline or sub-disciplines.

22. Sexual Harassment

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment. No one associated with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any facility or other venue associated with this institution. Adult Learners are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

23. English as a Second Language Instruction

This institution does not provide ESL instruction.

24. Language of Instructions

The instruction will occur in English only.

25. Bankruptcy

This institution has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

26. Placement Service

This institution does not provide placement services for employment. Employment, salary, and occupational advancement are not guaranteed.

This program prepares graduates for employment as Preschool Teachers. In compliance with state requirements, the institution identifies the job classification associated with this program using the United States Department of Labor's Standard Occupational Classification (SOC) system.

Graduates of the Preschool Teacher Training Program are prepared for the following occupation:

- **Preschool Teacher (SOC Code: 25-2011)**

State Requirements for Employment:

The following are State of California requirements for preschool age teachers.

TEACHER QUALIFICATIONS AND DUTIES 101216.1 -

c) To be a fully qualified teacher, a teacher shall have one of the following:

1. Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program. The units specified above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum. Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.
2. A current and valid Child Development Associate (CDA) credential with the appropriate age-level endorsement issued by the CDA National Credentialing Program of the Council for Early Childhood Professional Recognition; and at least six months of on-the-job training and/or work experience in a licensed child care center or comparable group child care program. A CDA credential shall show the appropriate preschool or infant/ toddler

age-level endorsement to qualify an individual for employment in a preschool or infant care center. A CDA credential is valid for three years from the date of award. A renewal may be granted every five years thereafter upon approval by the CDA National Credentialing Program. Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter. Individuals who possess a CDA credential may have also completed the required six months of work experience. This work experience shall be verified to confirm that the experience requirement has been met.

3. One of the following Child Development Permits issued by the California Commission on Teacher Credentialing:
 - a) Child Development Associate Teacher Permit; or
 - b) Child Development Teacher Permit; or
 - c) Child Development Master Teacher Permit.
- d) Approved schools, colleges or universities, including correspondence courses offered by the same, means those approved/authorized by the U.S. Department of Education, Office of Postsecondary Education, or by the California Department of Consumer Affairs, Bureau for Private Postsecondary and Vocational Education.

27. Graduation Policy

A graduation ceremony is usually held in the summer. Adult Learners are required to present their graduation projects in groups at the ceremony and submit a copy of their graduation projects. Capital Education Institute reserves the right to publish it for educational purpose and business needs. Attendance is mandatory. Group photos will also be taken at the ceremony. Additional fees may apply.

The institution's administrator will notify Adult Learners who successfully complete all the required components of the program to set up an appointment to pick up the official certificate and transcript. Adult Learners who do not complete the required components of the program will still attend the ceremony with their classmates however the official certificate will only be issued once all the required components of the program have been successfully fulfilled.

If Adult Learners wish to have someone pick up the certificate, please write a letter to the Administration Office stating their name and the name of the person who will be picking up the certificate; note that their photo ID must be presented at the time of pick up.

IV. Practicum Policies

The practicum is a necessary requirement for the successful completion of the Montessori Early Childhood Teacher Education Course. Adult Learners must successfully complete Montessori Philosophy, Child Development, Observation, Practical Life and (or be enrolled in) Sensorial and attend a practicum orientation before starting the practicum. ***No part of the Adult Learner practicum may precede the beginning of the academic phase of the program.*** Since the purpose of the practicum is to offer the Adult Learner the opportunity for practice with the information and insights acquired during the academic phase, at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience.

The function of the practicum phase is to provide for the Adult Learner a supervised teaching and learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. Over the course of the practicum, the Adult Learner is required to follow the development of the children in the assigned class and establish relationships with the children. The Adult Learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication.

The practicum usually begins in September. The minimum practicum is defined as lasting a full academic year (540 hours/nine consecutive months), with the Adult Learner working at the SAME practicum site, in the classroom with an approved Supervising Teacher, the request of changing site for a minimum of three (3) hours a day, five (5) days a week, for nine (9) consecutive months. The length of the practicum may be extended to provide additional experience and insure all standards and competencies for the practicum are met.

1. Practicum Site Requirements

1. AMS Membership:

It is recommended that the practicum site is an AMS member school.

2. Non-Discrimination Policy:

The Practicum Site has a written non-discrimination policy for both children/adolescents and staff.

3. Licensing:

The Practicum Site shall meet all applicable local, state, and federal regulations.

4. School Policies:

The Practicum Site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and standards relating to the adult learner.

5. Job Description /Contract:

The Practicum Site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. 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 Practicum Site must agree to cooperate with the teacher education program in all matters relating to the practicum.

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 (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.

8. Age Range of Class:

The class should contain children in the full 2 ½ through 6 age spans.

9. Supervision:

Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor. An additional consultant fee will be applied as needed. The Adult Learner does not assume total responsibility for a class without the presence of a Supervising Teacher or other qualified staff person.

10. Montessori Early Childhood Classroom Environment:

The environment must be designed and equipped to meet the developmental needs of the children served. The classroom must include child-sized furnishings and a full array of recommended Montessori materials for children 2 ½ through 6 age span of the class, arranged on open shelves accessible to all children, so that the Adult Learner may implement the curriculum for the age group presented by the teacher education program during the academic phase. The transportation fee for the consultant's visit will be charged depending on the location.

For other requirements please refer to the Adult Learner Practicum Handbook.

V. Fundamental Tenets of an AMS-Affiliated Teacher Education Program

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

- the interconnectedness of all things
- wonder and respect for the living and non-living world
- nurturing the spirit of the child and the adolescent
- indirect and direct preparation of each activity

Capital Education Institute Adult Learner Catalog

- 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 on-going personal and professional journey of learning, growing, observing, reflecting and researching

VI. Other

Staff and Faculty Information

Administrative Staff

Tel: 909-465-1370 / E-mail: info@capitaleducationinstitute.us

- Frank Lee, Honorary Chairman
- Jack Lee, Director of Communication/CEO/CFO
- Susan Lee, Program Director/Co-CAO
- Penny Yang, Co-Program Director/Co-CAO / Director of Student Affairs & Practicum
- Sujie Zhao, Student Affairs

Instructor / Practicum Field Consultant

Tel: 626-593-6988 / E-mail: academic@capitaleducationinstitute.us

- Ms. Chia Lin
 - Ms. Chia Lin has been a Montessori preschool teacher since 2004.
- Ms. Crystal
 - Ms. Crystal has been a Montessori preschool teacher since 1985.
- Ms. Penny
 - Ms. Penny has more than 10 years of experience in teaching in Early Childhood field.
- Ms. Lysa
 - Ms. Lysa has been a Montessori preschool teacher and trainer for more than 10 years with Master degree in Early Childhood Education in Montessori.
- Ms. Lulu
 - Ms. Lulu has been a Montessori preschool supervisor, teacher, and special day class teacher since 1992.
- Ms. Terna
 - Ms. Terna has been a Montessori preschool director, assistant director and head teacher since 1984.
- Ms. Zafira
 - Ms. Zafira has been a Montessori preschool director, teacher, trainer since 1983

Adult Learner Absence Form (Make up Plan)

Course: _____ Montessori

Adult Learner Name: _____ Date: _____

Date(s) of Absence: _____

Total Hours Missed: _____ Instructor: _____

Course Component: _____

Reason for Absence: _____

Make-up assignment *(following discussion with the Program Director & instructor):*

I agree to complete the above make-up assignment by _____ (date)
this makes up for but does not excuse the absence mentioned above.

Adult Learner Signature *Date*

Approved by: _____
Program Director Signature *Date*

Make-up completed per agreement:

Approved by: _____
Director/Instructor Signature *Date*

Program Director Initial _____
Date _____

Graduate Self-Assessment

Name of Adult Learner(Optional) _____

Dear Graduate,

As part of the assessment of our teacher preparation course we must gather feedback to determine if our graduates meet the competencies. We are most grateful for your feedback on the success of the program.

Scoring Criteria (circle 1, 2, 3, 4, or 5): 1= Excellent 2=Very Good 3=Average 4=Poor 5=Nonexistent

Montessori Philosophy and Human Development:

1 2 3 4 5 Defines and applies an understanding of and implements Montessori Philosophy with focus on the early childhood years

1 2 3 4 5 Defines and integrates an understanding of Human Growth and Development, and educational theories with an emphasis from three through six years of age

1 2 3 4 5 Demonstrates evidence of personal growth through self-evaluation and introspection

1 2 3 4 5 Synthesizes an awareness of needs for Early Interventions services.

Classroom Leadership:

1 2 3 4 5 Demonstrates ability to observe, record, analyze, and plan for the progress of children

1 2 3 4 5 Demonstrates ability to analyze the need to support the development of individual children with cultural sensitivity

1 2 3 4 5 Demonstrates ability to implement effective classroom strategies

1 2 3 4 5 Identifies and integrates leadership skills and understanding of administrative functions

Curriculum Implementation:

1 2 3 4 5 Demonstrates understanding of Montessori environmental design principles

1 2 3 4 5 Defines understanding of the rationale and sequence of the Montessori curriculum and the cultural diversity by which it exists

1 2 3 4 5 Incorporates the ability to develop an integrated curriculum

1 2 3 4 5 Demonstrates proficiency in presenting Montessori curriculum

1 2 3 4 5 Implements processes based on an understanding of professional standards and state and local regulations

1 2 3 4 5 Implements processes based on an understanding of professional standards and state and local regulations

Community Involvement and Partnerships with Families:

1 2 3 4 5 Demonstrates ability to communicate and work with families on a professional level with cultural sensitivity

1 2 3 4 5 Demonstrates awareness of community resources for additional support of children and families and implements necessary strategies

1 2 3 4 5 Identifies and has an awareness of available professional associations

School Administrator Assessment of Graduates

Name of School (Optional) _____

Dear School Administrator,

As part of the assessment of our teacher preparation course we must gather feedback from outside sources in determining if our graduates meet the competencies established by our accrediting agency. We are most grateful for your feedback on the success of the Adult Learner using the competencies.

Scoring Criteria (circle 1, 2, 3, 4, or 5): 1=Excellent 2=Very Good 3=Average 4=Poor 5=Nonexistent

Montessori Philosophy and Human Development:

1 2 3 4 5 Defines and applies an understanding of and implements Montessori Philosophy with focus on the early childhood years

1 2 3 4 5 Defines and integrates an understanding of Human Growth and Development, and educational theories with an emphasis from three through six years of age

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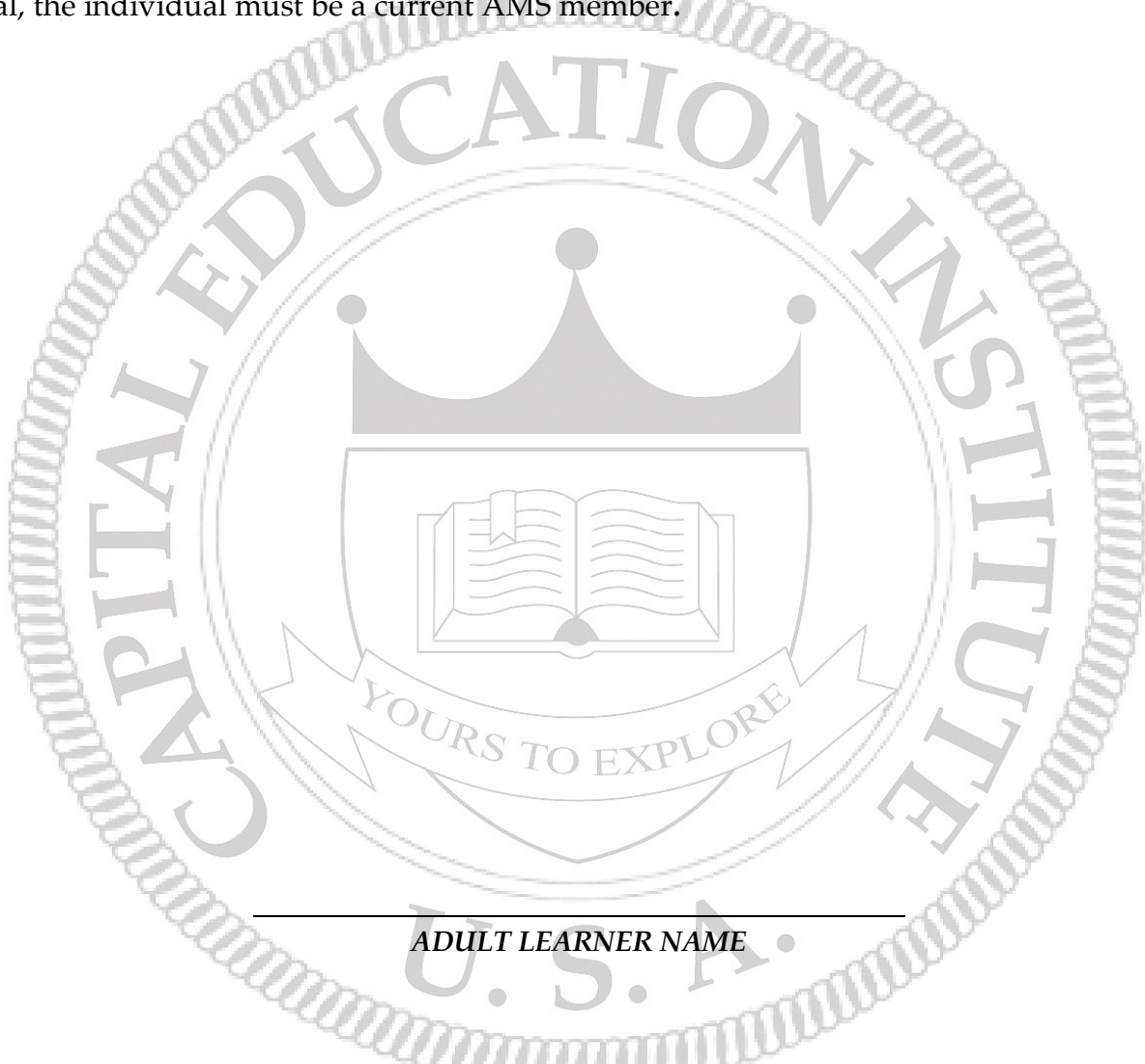
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1 2 3 4 5 Identifies and has an awareness of available professional associations

Statement of Acknowledgement

According to the AMS Policy for Montessori Associate Early Childhood credential, I am responsible for understanding and abide by the policy that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility. I may eligible for upgrade to an AMS Early Childhood credential upon further completing the bachelor's degree requirements. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. To upgrade a credential, the individual must be a current AMS member.



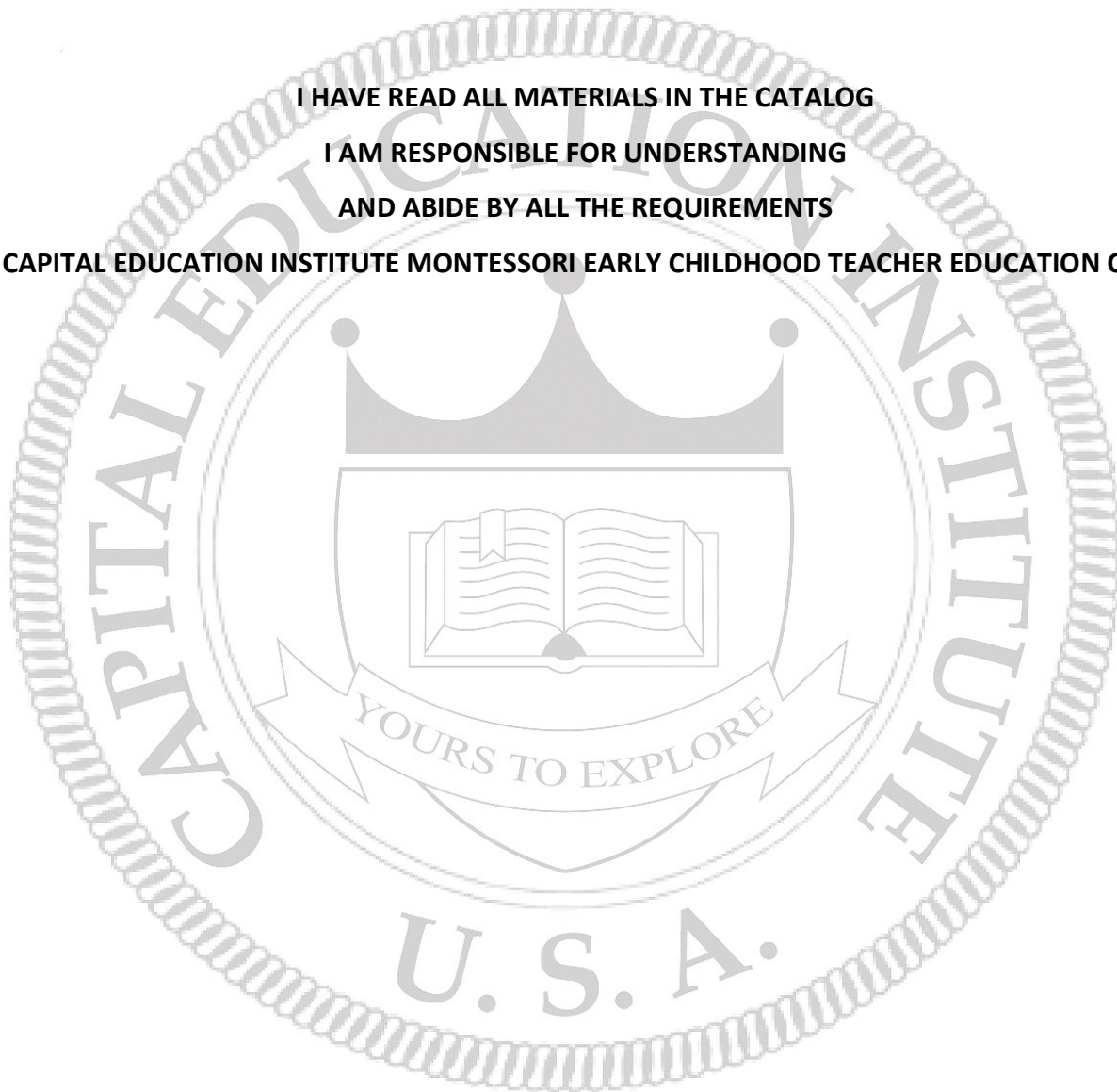
ADULT LEARNER NAME

SIGNATURE

DATE

Adult Learner Catalog Acknowledgement

I HAVE READ ALL MATERIALS IN THE CATALOG
I AM RESPONSIBLE FOR UNDERSTANDING
AND ABIDE BY ALL THE REQUIREMENTS
OF CAPITAL EDUCATION INSTITUTE MONTESSORI EARLY CHILDHOOD TEACHER EDUCATION COURSE



PRINT NAME

SIGNATURE

DATE