

# Capital Education Institute

## Student Catalog

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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 Student

In fulfillment of the obligation to the student, 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 students.
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*

## Capital Education Institute Student Catalog

### Mission & Objectives

The mission of Capital Education Institute is to provide high quality training programs that prepare graduates with the special skills necessary for the workplace in the field of early childhood education. Our purpose is to train highly qualified Montessori teachers and administrators so that they may work in Montessori schools. Our objective is to develop quality Montessori teachers and administrators to serve our communities. Part of our mission is to convey to students the importance of continuing education. The latest revision date of objectives is May 2012.

### Program Current Policy

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

### Privacy Act, Student Records and Transcripts

Student records for all students are kept for five years. Transcripts are kept indefinitely. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find, upon review, that records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student 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 a student's financial, academic and other school records. We will not release such information to any individual without having first received the student's written request to do so, or unless otherwise required by law.

### Fees

All fees are subject to change without notice.

Program Name	Tuition	Practicum Service Fee	Non-Refundable				Total Program Charges
			Registration Fee	Agency Member Fee	STRF Fee	Estimated Cost of Manuals & Handouts	
Montessori Early Childhood Teacher Education Program	\$6,600	\$300	\$ 250	\$ 356	\$3	\$560	\$8,069
Learning English with Children Program	\$980	\$0	\$ 150	N/A	\$0.5	\$130	\$1,260.50

The above fees do not include student supplies, such as textbooks, binders, sheet protectors, 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 \$100.00 to extend or to reactivate the enrollment.

For tuition refunds, please refer to Refund Policy.

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

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### STRF Disclosure

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were 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, 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, who is a California resident 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.
- 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.

### Library Resources

A small library is maintained by this institution. Students will be required to use Montessori learning resources as needed to complete course requirements established by the instructors.

### School Information

Capital Education Institute  
13788 Roswell Avenue, Suite 187, Chino, CA 91710  
Phone: 626-593-6988 [www.capitaleducationinstitute.us](http://www.capitaleducationinstitute.us)

### Corporate Structure

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

President	Jack Lee
Secretary	Penny Yang

### Officials

Chief Financial Officer	Jack Lee
Program Co-Directors	Susan Lee/Grace Bai
Practicum Director	Grace Bai
Director of Student Affairs	Penny Yang

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### Business Hours

The institution business hours are from 10:00 AM to 6:00 PM Monday through Friday. The location is closed on weekends, and statutory holidays.

### Facilities and Location

Capital Education Institute is located at Suite 187, 13788 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 504 square feet in size, an office and reception area with 208 square feet in size and a resource/storage room of 104 square feet in size. In addition, public washrooms and restaurant areas are nearby within walking distance.

The location is also close to major highways, bus stop, shops and food areas. The class size for the program is limited to 20-30 students.

### Registration

Capital Education Institute is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE).

(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: 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

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

### Policies and Procedures Regarding Financial Aid

The school does not participate in either State or Federal financial aid programs. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

### Policies and Procedures Regarding Cancellation

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. 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 institution delivered the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

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

A notice of cancellation shall be in writing, and a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The institution shall refund 100% of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred

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fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh class day after enrollment, whichever is later.

The institution shall issue a refund for unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students 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 a student's cancellation or withdrawal.

### Refund Policy

The amount owed to the student 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 student has not attended prior to withdrawal. No refunds are due once the student has received more than 60% of the clock hours of instruction in any given period of attendance.

For purposes of determining a refund, a student 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: 13788 Roswell Avenue, Suite 187, Chino, CA, 91710

Email: [info@capitalcollege.us](mailto:info@capitalcollege.us)

If an institution has collected money from a student for transmittal on the student'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 student's withdrawal or cancellation, the institution shall refund the money to the student within 45 days of the student's withdrawal or cancellation.

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

Any questions a student 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

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

## Learning English with Children Program

### Program Description

This program will introduce students to the theory and skills necessary for assisting children in acquiring language, including ESL learning. Students will be supported as they explore a variety of developmentally appropriate strategies for assisting children in language development. Topics include language theory, use of books and music, resource materials, and Montessori information. Student will be expected to demonstrate the learning outcomes successfully in order to complete the diploma requirements.

### Requirements for Completion

To complete this program a student must attend a minimum of 95% of the scheduled hours of instruction, achieve an average score of 75% or greater on quizzes and exams, and pass an instructor monitored practical exam demonstrating

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competence in the application of appropriate strategies for assisting children in language development. A certificate will be issued upon successfully completion of the program.

### **Academic Lectures: 80 Hours**

#### ***Books & Children's Literature:***

Books & Children's Literature includes the following topics: Introduction to Children's Books & Language Development, Field Trip – Visit the Library, Book Presentations & Storytelling, Language Games and Lesson Plans.

#### ***Music, Movement & Circle Time:***

Music, Movement & Circle Time includes the following topics: What Is Music?, Introduction to Children's games, Songs and Rhymes, Movement Activities, Circle Time Presentation Skills and Introduction to Musical Instruments.

#### ***Material Markings & Resource Files:***

Material Markings & Resource Files includes the following topics: Make and Take – Big book, Make and Take – Flannel Board, Make and Take – Magnet stories, Make and Take – Finger Puppets, Make and Take – Felt stories and Resource Files.

## **Montessori Early Childhood Teacher Education Program**

### **Cycle and Age Range**

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. Students must satisfactorily complete all course requirements - academic and practicum within a two year time period following the course's official beginning of the academic phase for which the student was enrolled. The age range for the program is 2.5 to 6 years old.

### **Program Description**

This program is comprised of 357 academic lecture hours (this does not include the Montessori Program Overview course) and minimum of 540 hours (nine consecutive months) practicum work experience at the Montessori schools. The Montessori Program Overview course is designed to give and help students with no early childhood educational background an overview of the Montessori philosophy. Students are encouraged to take this overview course before starting of the Montessori program

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

### **Requirements for Completion**

To complete this program a student must attend a minimum of 95% of the scheduled hours of instruction, achieve an average score of 75% or greater on quizzes and exams, and pass an instructor monitored practical exam demonstrating competence in all subject areas.

### **Certification**

A Certificate of Completion is conferred by the Institute upon successful completion of the academic and practicum phases. Successful completion is defined by a letter grade of "B" or better in all the course work in all written examinations, demonstrations, rational papers, manuals, observations reports, practicum, practicum planning journals, practicum activity plan, and fees have been paid.

For students with a bachelor's degree, a Montessori Early Childhood Credential is issued. For those students who do not have a bachelor's degree, a Montessori Associate Early Childhood Teacher Credential is issued. Should the students later complete a bachelor's degree within 7 years they may obtain a full certification by submitting an official transcript with extra fees.

### **Academic Lectures: 357 Hours**

#### **Course Description and Clock Hours**



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### **6.2.5.1 Child Development: 30 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.

### **6.2.5.2 Montessori Philosophy: 30 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 this relates to the child, materials, teacher, and environment is discussed.

### **6.2.5.3 Observation in Child Development: 45 Hours (35 Hours self-directed)**

In Observation students 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.

### **6.2.5.4 Practical Life Curriculum: 35 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.

### **6.2.5.5 Sensorial Curriculum: 35 Hours**

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.

### **6.2.5.6 Mathematics Curriculum: 43 Hours**

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.

### **6.2.5.7 Language Arts Curriculum: 43 Hours**

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

### **6.2.5.8 Art, Music and Movement Curriculum: 27 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.

### **6.2.5.9 Physical and Life Science Curriculum (Cultural): 21 Hours**

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

### **6.2.5.10 Social Studies Curriculum (Cultural): 21 Hours**

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.

### **6.2.5.11 Classroom Leadership: 16 Hours**

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.

### **6.2.5.12 Parent Involvement/Education: 21 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 Administration: 8 Hours**

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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. These topics are discussed during practicum seminars.

### 6.2.5.14 Practicum: 540 Hours

The practicum phase provides the student 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.

### 6.2.5.15 Practicum Seminars: 16 Hours

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

### 6.2.5.16 Synthesis (Graduation) Project

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

## List of required equipment and materials

### Required Instructional Materials

The curriculum manuals are required for the Montessori Early Childhood Teacher Education Program. The students 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 and The Secret of Childhood by Maria Montessori

### Recommended Textbooks

- The Absorbent Mind by Maria Montessori
- Maria Montessori: Her Life and Work by E. M. Standing
- Montessori Read and Write by Lynne Lawrence

## Practicum

The practicum is a necessary requirement for the successful completion of the Montessori Early Childhood Teacher Education Program. Students must successfully complete (or be enrolled in) Practical Life and Sensorial and attend a practicum orientation before starting the practicum.

The function of the practicum phase is to provide for the student 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. ***No part of the student practicum may precede the beginning of the academic phase of the program.*** The practicum usually begins in September. The minimum practicum is defined as lasting a full academic year (nine months), with the student working at the practicum site, in the classroom with an approved Supervising Teacher, 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.

For other requirements please refer to the Student Practicum Handbook.

## Montessori Objectives and Competencies

The following objectives found in the coursework support the student in meeting the competencies required for the successful completion of the Montessori Early Childhood Teacher Education Program.

### Objectives

#### 1. Montessori Philosophy and Human Development

- a. The student is introduced to the Montessori philosophy through Montessori writings and various other books and articles. The student demonstrates an understanding of Montessori philosophy through the writing of the Montessori rationale papers for the curriculum courses. In the practicum the student demonstrates the ability to implement the Montessori philosophy with children two and one half to six years.
- b. The student is introduced to the major educational theorists, and theorists in human growth and development. The student demonstrates comprehension through discussion and examination, and utilizes an understanding of the stages of human growth, development, and educational theories in the classroom practicum setting.

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- c. The student is provided the opportunity and format within which personal growth through self-evaluation and introspection is demonstrated.
- d. The student is provided developmental and behavioral norms and potential recommendations of early intervention services in order to demonstrate this knowledge and referral ability.

### 2. Classroom Leadership

- a. The student is introduced to observational forms and to observational approaches in order to demonstrate skills in observation, documentation, and analytical skills necessary for planning and recording the progress of children.
- b. The student is provided with information on the uniqueness of individual family and cultural practices in order to support the development of individual children.
- c. The student is introduced to classroom leadership approaches in order to demonstrate the ability to implement effective classroom strategies.
- d. The student is introduced to leadership skills and professional standards in order to demonstrate those skills and standards in the practicum.
- e. Fundamental administrative tasks for the classroom teacher are introduced in order for the student to exhibit an understanding of administrative functions when in the practicum.

### 3. Curriculum Implementation

- a. The student is presented with Montessori and enrichment materials and curriculum strategies in order to demonstrate the principles of Montessori environmental and material design when in the practicum.
- b. The student is introduced to the rationale and sequence of the Montessori curriculum in order to demonstrate the knowledge of the rationale and sequence both in the classroom setting and in the practicum.
- c. The student is given instruction on the Montessori principles as they apply to curriculum, the Montessori didactic materials, and the presentation of Montessori materials. The student demonstrates proficiency in both the coursework and in the classroom.
- d. The student is given guidelines for the design and maintenance of a developmentally appropriate Montessori environment in response to the needs of students. The student exhibits proficiency in the practicum.
- e. The student is given a variety of instructional strategies and assessment methods for use with children. The student exhibits these techniques in the practicum setting.
- f. The student is introduced to Community Care Licensing regulations. Awareness and understanding of Community Care Licensing regulations is assessed in the practicum.

### 4. Community Involvement and Partnership with Families

- a. The student is introduced to cultural differences and its implementation in working with families. The student demonstrates sensitivity in working with families of various cultural backgrounds.
- b. The student is introduced to resources in the community. The student demonstrates an awareness of community resources for additional support of children and families through the development of resource file.
- c. The student is introduced to the major professional associations and is able to identify them.

## Competencies

In order to successfully complete the Montessori Early Childhood Teacher Education Program the following competencies must be met in the course components and in the practicum experience:

### 1. Montessori Philosophy and Human Development

- a. Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years.
- b. Comprehend and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half through six years of age.
- c. Demonstrate evidence of personal growth through self-evaluation and introspection.
- d. Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

### 2. Classroom Leadership

- a. Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
- b. Utilize cultural sensitivity in support of the development of individual children.

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- c. Demonstrate an ability to implement effective classroom strategies.
- d. Demonstrate leadership skills and an understanding of professional standards.
- e. Incorporate an understanding of administrative functions.

### 3. Curriculum Implementation

- a. Demonstrate the principles of Montessori environmental and material design.
- b. Articulate the rationale and sequence of the Montessori curriculum.
- c. Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentation.
- d. Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;
- e. Utilize a variety of instructional strategies and assessment methods.
- f. Demonstrate an awareness and understanding of governmental regulations.

### 4. Community Involvement and Partnership with Families

- a. Demonstrate cultural sensitivity in communications and work with families and children.
- b. Demonstrate an awareness of community resources for additional support of children and families.
- c. Identify and be aware of available professional associations.

## 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 or Learning English with Children programs 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.

This institution has not entered into an articulation or transfer agreements with any other college or university.

## Student Grievance Policy and Procedures

This institution is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student 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 students 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:

1. A person initiating a complaint must first consult with the person against

The student may thereafter choose to file a written complaint directly with the institution's Chief Academic Officer who will work to resolve the matter. The Chief Academic Officer is the individual designated to resolve student 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. The formal process will involve:

- 1) The student'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 student may terminate the formal process should, in the interim, the informal process produce a satisfactory resolution.
- 3) The Chief Academic Officer will notify the student 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 principals by the Chief Academic Officer.
- 5) Interested parties and the student representative will communicate with the CAO 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 a student does not agree to the resolution proposed, the student retains the right to file a complaint with the Bureau for Private Postsecondary Education, Sacramento, CA.

### Leaves of Absence

Should circumstances be such that a leave of absence is to be requested, a student must submit an application for a leave of absence. At the discretion of the Chief Academic Officer, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student 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 Chief Academic Officer may, in his/her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required.

### Transcripts

Each student's file will contain the student'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 \$25.00 for two copies. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid.

### Academic Probation

The Chief Academic Officer may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student'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, a student may be placed on academic probation. This will result in a formal advisory, which will be sent to the student, indicating the reason for the probation. Failure to maintain satisfactory academic progress may result in dismissal from the program. The Chief Academic Officer will offer assistance in locating a suitable tutor, should such service be requested by the student.

### Attendance Policy – All Programs

This institution requires that a student attend a minimum of 95% of each subject course and other such assigned hours. Please inform the instructor and institute in writing and fill out the absence form in advance if you will be absent for any reason. Absences for medical or emergency reasons are considered “excused” absences if the student provides documentary evidence of the reason for the absence such as a doctor’s note; however the student is responsible to make-up the absent class.

Being absent, late or missing significant parts of the training may result in having to retake that part of the program missed or the whole course again. Students who are late, leave the class early or are absent for up to 2 hours in each

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curriculum course have to make special arrangements with the instructor to make up missing work. Students who are late or absent for more than 2 hours in each curriculum course need to make-up the whole-day session in the next course cycle. However students who miss two classes and more (16 hours and more) in any curriculum course must retake the course in the next course cycle.

### Admissions Policy - Montessori Early Childhood Teacher Education Program

#### 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 Program. (Foreign transcripts of university degree must be evaluated by an outside agency to determine their equivalency to a United States degree.) Applicants will be interviewed prior to admission. Applicants must also submit a passport type photo, and have a criminal record check performed prior to contact with children. Applicants must be found to be free of TB and a statement from a licensed physician that the applicant is in good physical health is required. Three letters of reference are also required.

### English Language Proficiency - Montessori Early Childhood Teacher Education Program

Students who wish to enroll in the Montessori Early Childhood Teacher Education Program should have an appropriate English language level (ESL level 4 or equivalent). The institution also retains the right to require the student 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 student demonstrates a need.

### Language of Instructions - All Programs

The instruction will occur in English only.

### Student VISA

This institution does not admit students from other countries. Students who wish to enroll should either be a United States Citizen or Permanent Resident.

### Student Conduct

Students are expected to behave professionally and respectfully at all times. Students are subject to dismissal for any inappropriate or unethical conduct or for any act of academic dishonesty. Students are expected to dress and act appropriately while attending this institution. At the discretion of the school administration a student may be dismissed from school for reasons 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.
- Behavior creating a safety hazard to other person(s).
- Disobedient or disrespectful behavior to other students, an administrator or instructor.
- Stealing or damaging the property of another.

Any students found to have engaged in such conduct will be asked to leave the premises immediately. Disciplinary action will be determined by the Chief Executive Officer of this institution and such determination will be made within 10 days after meeting with both the chair of the department in which the student is enrolled and the student in question.

### Cheating and Plagiarism

Testing and assignments assure the mastery of knowledge and skills that prepare students 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 course. The student will be required to re-register for the 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 student during any type of test or examination.

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- **Plagiarism:** Plagiarizing (copying) involves representing work of another person as one's own. Close paraphrasing and self-plagiarism are also unacceptable practices. Students should cite quotes used and also attach a reference page. The APA style ([www.apastyle.org](http://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

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

### Challenge Exam Credit Policy

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

### Achievement Tests Credit Policy

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

### Grades and Standards for Student Achievement - Satisfactory Progress

Grades are awarded on a traditional A, A-, B+, B, B- ... F system. The minimum passing grade is a B. The minimum allowable grade point average to maintain satisfactory progress is a B, or 75.

In calculating a student's grade point average, the following policy applies:

Grading System:

Excellent	96 – 100	A+
	90-95	A
	85-89	A-
Satisfactory	80 – 84	B+
	75 – 79	B
Unsatisfactory	70 – 74	B-
Fail	0 – 69	F
Incomplete		I

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

**I 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 student 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.

**W Withdraw** The student 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 student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

### Montessori Course Completion and Performance Standards

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

- Practicum assignments, seminars, observations, journals, activity plans, and student teaching.

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- Course requirements and assignments, and course attendance.
- During the practice sessions the students will prepare presentations in each of the following curriculum areas: Practical Life, Sensorial, Language Arts, 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 student. A rationale paper and written exam paper are required for Practical Life, Sensorial, Mathematics, Language Arts, Social Studies, Physical and Life Science. See the Final Grade Sheet (*Please refer to Assignment Handbook*).  
**Due Date: To be discussed with the instructors in the class**
- The student maintains the *Practicum Handbook*, the *Practicum Planning Journal* and the *Activity Plan*. The student is responsible for signing the attendance sheet for practicum.  
**Due Date: At each practicum seminar and at each practicum visit**
- The student 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 student has a personal emergency such as a car accident or serious illness, the institution may accept the assignment late without deducting marks within three (3) days; 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. Students 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 B+ and should be handed in within two weeks.**

The students 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.

### Student Housing

This institution does not operate dormitories or other housing facilities.

### 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 students 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.

### Student Services

This institution provides supplemental education materials in the library and teachers are available for academic advising during off hour through email and phone. Students are made aware of the service through student orientation and verbal



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recommendation from the administration office. For health-care related issues the administration office recommends students consult their family doctor or local pharmacy.

### **Application Instructions –Montessori Early Childhood Teacher Education Program**

Part-time or full-time students must file an application with the application fee and STRF fee of \$265 made payable to Capital Education Institute. The application form can be mailed or e-mailed to the prospective student. 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.

### **Application Instructions – Learning English with Children Program**

Individuals should contact the administrative office and request an application form. Prospective students must document high school completion or equivalent minimum education. An application fee and STRF fee of \$255 must accompany the submission of the application form.

### **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 students to engage in discussion and dialog. Students 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.

### **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. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

### **English as a Second Language Instruction**

This institution does not provide ESL instruction.

### **Academic Transfer of Credit Policy**

Capital Education Institute will accept the transfer of credit from other accredited Montessori institutions provided that the course work being evaluated is of a "B" (75%) or better standing. Course work less than a "B" will not be accepted or considered for transfer credit. The maximum amount of transfer credits allowed will be evaluated on an individual basis. Capital Education Institute will also accept the transfer of credit of Child Development, Child, Family and Community from other college and institutions providing a detailed course description for courses being considered for transfer credit. This institution has not entered into an articulation or transfer agreement with any other college or university.

### **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.

**Placement Service**

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

**Graduation Policy**

A graduation ceremony is usually held in the summer. Students are required to present their graduation projects in groups at the ceremony. Attendance is mandatory. Group photos will also be taken at the ceremony. Additional fees may apply.

The institution's administrator will notify students who successfully complete all the required components of the program to set up an appointment to pick up the official certificate and transcript. Students 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 students 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.

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### Faculty

#### **Susan H Y Lee: Program Co-Director/Practicum Field Consultant**

AMS Early Childhood Credential; MA in Educational Leadership, St. Mary's University of Minnesota; Early Childhood Educator's License and Family Daycare License, British Columbia, Canada; Creative Art Montessori School co-owner, administrator and teacher; Life Member of American Montessori Society.

#### **Grace Xiaohui Bai: Program Co-Director/Practicum Director/Practicum Field Consultant**

AMS Early Childhood Credential; MA, New York University; Grace Art Montessori School owner, administrator and teacher; writer of educational magazines articles and books.

#### **Shirani Senanayake: Instructor/Field Consultant**

AMI Montessori Early Childhood (ages 2-7) Diploma and Montessori Elementary (ages 7-9) Diploma, Marian Training Center, Sri Lanka. BA in Education, University of Peradeniya, Sri Lanka; International Christian Montessori Academy director, administrator and elementary teacher; Kiddies Castle Montessori School director and elementary teacher; Northwood Montessori School director and head teacher.

#### **Terna Sepulveda: Instructor**

AMS Associate Early Child Credential; College Diploma in Elementary Education, Escuela Normal Motolinia, Mexico, 1975, Montessori Teaching Certificate, Rowland Heights Montessori Institute Teacher Training Center, 1987; Child Development Teacher Permit, California Commission on Teacher Credentialing; Active member of Southern California Association for the Education of Young Children; Active member of Tri-County Child Care Directors Association.

## Capital Education Institute Student Catalog

### Staff and Faculty Information

#### Administrative Staff

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Tel: 626-593-6988

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Susan Lee, Program Co-Director

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Penny Yang, Director of Student Affairs

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Jack Lee, Director of Communication

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#### Instructor and Practicum Field Consultant

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Terna Sepulveda

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Student Absence Form

Program: \_\_\_\_\_ Montessori

\_\_\_\_\_ LEC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date(s) of Absence: \_\_\_\_\_

Total Hours Missed: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course Component: \_\_\_\_\_

Reason for Absence: \_\_\_\_\_

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

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

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

*Date*

Approved by: \_\_\_\_\_  
*Instructor Signature*

*Date*

*Program Director Initial* \_\_\_\_\_

Make-up completed per agreement:

Approved by: \_\_\_\_\_  
*Instructor Signature*

*Date*

*Program Director Initial* \_\_\_\_\_

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**Graduate Self-Assessment of the Montessori Early Childhood Teacher Education Program**

Name of Student (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

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**Administrator Assessment of Graduates of the Early Childhood Teacher Education Program**

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 practicum student 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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**Student 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 PROGRAM**

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*PRINT NAME*

---

*SIGNATURE*