

Heart and Hand
Montessori Teacher Education Program



Adult Learner Handbook

Effective September 2020 - July 2021

4817 SW 53rd Ave
503-939-8235

www.hahmontessori.org

Table of Contents

Introduction to Heart and Hand MTEP	4
• Vision	4
• Mission Statement	4
• History	4
• Core Values	5
• Corporate Structure	5
• Faculty and Staff Biographies	5
• Description of Training Facilities	6
• Certification Courses	7
• Certification Description	7
• Course Component Workshops	7
• Adult Learner Student Services	8
• Licensing and Accrediting Institutions	8
General Program Information	9
Infant and Toddler Accreditation Course	9
• Course Schedule for the Current Cycle	9
Academic Phase	9
Mentorship Phase	9
Practicum Phase	10
• Component Workshops	11
• Audit Privilege	11
• Career Information and Opportunities	11
• Professional Development Hours	11
• The Oregon Registry and the QRIS	11
Admission Requirements and Procedures	12
• Non-Discriminatory Statement	12
• Ability to Benefit	12
• Transfer Adult Learners	12
• Prerequisites	12
• Enrollment Procedure	13
• Fees and Tuition	14
• Tuition Assistance	14
• Cancellation Policy	15
• Enrollment Steps and Timeline	16
General Academic and Procedural Policies	17

• Code of Rights and Responsibilities	17
Adult Learner Rights and Program Responsibilities	17
Adult Learner Responsibilities and Program Rights	18
• Standards of Professional Conduct	19
• Delinquent Accounts	20
• Timeline for Completion	20
• Attendance and Make Up Policy	21
• Dismissal	21
• Communicating Concerns and Hierarchical Protocol	22
• Grievance Procedures	22
• Appeal Process	23
• Withdrawal and Refund Policy	23
• Cancellation and Refund Policies for Resident Education	24
• Student Records and Confidentiality	25
 Standards for Course Completion	 26
• Attendance	26
• Assessment	26
• Evaluation and Testing	26
• Progress Reports	27
• Year Long Project	27
• Practicum Experience	28
• Requirements for Certification	28
• Time Limit for Course Completion	28
• Requests for Extensions	29
 Infant and Toddler Teacher Certification Program Specific Information	
• Practicum Calendar	32
• Books and Materials List	33
• Tuition and Fees	34
• Course Descriptions	35

Introduction to Heart and Hand Montessori Teacher Education Program

Vision:

We envision a peaceful and functional society made possible when a careful and rich foundation is laid in early childhood, through community partnerships that support parents as teachers as well as high quality child care for all working families.

Mission Statement:

Our mission is to prepare adults for meaningful careers in the field of Montessori and Early Childhood Education. We support Adult Learners in developing knowledge, skills, and dispositions essential to becoming effective and nurturing teachers; adults who cultivate a sense of self reflection and strive to be lifelong learners. Through our program, Adult Learners will become:

- leaders in classrooms.
- leaders in schools/owners of their own child care homes or centers.
- a resource for working families.
- a service to their community.

by assisting Adult Learners to:

- Develop an understanding of early human development making the connections between optimal development and Montessori philosophy and pedagogy.
- Develop an understanding of the young child's holistic development: social, cognitive, physical, and emotional.
- Recognize and value diversity and learn to support it in an early care setting.
- Apply knowledge of principles for environmental design to develop environments and curriculum based on individual child's needs.
- Develop a pedagogical knowledge and apply their skill to support the youngest child in developing a lifelong love of learning.
- Collaborate with children, teachers, parents, and community to cultivate learning and development.
- Develop and implement a peace curriculum.

History

Heart and Hand Montessori Teacher Education Program (HaH MTEP) was founded by Mercedes Castle and Maria 'Maya' Rutkowski (Bowen) in 2014. Heart and Hand is a not-for-profit, 501(c)3 tax exempt organization that promises to prepare adults to work in classrooms with children under three. HaH is deeply rooted in the Montessori Philosophy and Pedagogy, integrating teachings from Magda Gerber and schools inspired by Reggio Emilia.

Based in Portland, Oregon, Mercedes and Maya saw a need for high quality, accessible Montessori education for the working adult learner who is either looking for a strong mentorship model to begin their early childhood journey or as an adult who is already working in the classroom and wants to elevate their level of professionalism, education, and practice.

Ours is a vision of world peace and environmental sustainability. Through our mentorship model that focuses on self-reflection, guided learning and community building, our objective is to transform adults into caregivers and educators who go out into the world to create peaceful environments for children. It is our belief that it is through all of our work as early childhood professionals that we touch the next generation.

Core Values

We pledge:

- to communicate openly and sincerely.
- to listen to concerns and commit to finding a resolution.
- to encourage active learning.
- to treat each other with kindness, patience, and respect.
- to honor privacy and confidentiality.
- to act in a way consistent with principles of environmental sustainability.

Corporate Structure

Heart and Hand Montessori Teacher Education Program is a non-membership, Oregon non-profit corporation governed by a board of directors:

Maya Rutkowski
Mercedes Castle
Ingrid Anderson
Tammy Ulrich
Stacey Edwards-Russo
Breanne Monahan

HaH MTEP makes every effort to maintain a Board of Directors that is balanced, unbiased and vested in early childhood education in order to best advise HaH's Directors in their ongoing effort to maintain the highest quality training program.

Faculty and Staff Biographies

Maria 'Maya' Rutkowski (Bowen): Founder, Infant and Toddler Program Director, Instructor, Field Consultant

Maya is an owner/director of an infant and toddler Montessori community in East Portland as well as a guide in the classroom. As a part of her work in this cozy community, Maya serves as parent educator, resource support, and family advocate; holding many parenting workshops each year, attending meetings with families and their child's early intervention specialists, and providing support and guidance as parent research resources on their individual parenting journeys. Maya received her BA in Psychology and Child Development from California State University in San Jose in 2000 and began her

Montessori journey that same year at Valley Montessori School in Livermore, California. She attained her AMS Montessori Infant and Toddler Accreditation from the Montessori Teacher Education Center of Northern California in 2002. She was awarded a Child Development Program Director Permit through the State of California's Commission on Teacher Credentialing in 2003. In 2004, Maya and her husband moved to beautiful Portland, OR where she worked as a Montessori guide, administrator and teacher trainer. She opened the Earth Tortoise School in 2009 and is currently working towards a Master Trainer Certificate, Infant-Toddler Professional Credential, and Director's Credential through PSU's Center for Career Development. Maya has two children, 7 and 11 years old who attend a Montessori program in Damascus, OR. Her interests outside of work include reading, anything outdoors, gardening and sustainable living, music and sewing.

Mercedes Paine Castle: Founder, Executive Director, Instructor, Field Consultant

Mercedes Castle is the Pedagogical Director and Lead Infant/Toddler Guide at Portland Montessori Collaborative, which she co-founded in 2012. Mercedes was the founder, director, and lead guide at All Roads Learning Community, which started in 2003 as one of the first Montessori programs as a certified family child care home. All Roads grew to sixteen infants and toddlers and in 2009 expanded into the All Roads Casa, a certified family child care home for children 2 1/2 - 6. Mercedes holds a B.A. in Biology from the University of California at Santa Cruz as well as an Infant and Toddler Montessori Teaching Credential from the American Montessori Society. Mercedes is an Oregon Registry Master Trainer. She is an active member of the Oregon Montessori community and has volunteered for the Board of Directors of the Oregon Montessori Association. Mercedes is the 2012 and 2014 recipient of the Oregon Montessori Association's Outstanding Dedication Award.

In the fall of 2013, Mercedes completed the RIE Foundations course of study specific to the teachings of Magda Gerber. Mercedes has been on the faculty at the Montessori Teacher Education Program San Francisco Bay Area as the Infant Environment Instructor since 2008 and has developed a series of professional development classes for early childhood educators which she has shared with other educators in Oregon since 2012. In December 2016 Mercedes completed her Masters in Educational Leadership from Concordia University. In her free time, Mercedes enjoys being with her husband Ben and her son. Mercedes also enjoys singing and playing guitar.

Tamara "Tammy" Ulrich: Course Instructor

Tammy holds a B.A. in Child Development from San Diego State University, a Master's degree in Human Studies from Marylhurst University, and an Early Childhood Montessori Teaching Credential. Tammy is an active member of the Early Childhood community, particularly within Montessori education. Tammy was the founder of Child's View Montessori School in Portland, OR, served as the President of the Oregon Montessori Association and as a Team Verifier for MACTE. She currently is an Instructor at Portland Community College and serves as a Field Consultant, Instructor for a number of Montessori training programs throughout the Pacific Northwest.

Breanne Monahan: Practicum Coordinator, Field Consultant

Breanne holds a B.A. in Psychology with an emphasis on children and families, an Infant and Toddler Montessori Teaching Credential from the American Montessori Society, and a Director's Training Certificate through the Oregon Association for the Education of Young Children. She is co-founder of Peace Tree Montessori School in Portland, OR and serves as the full time Director. She is passionate about educating teachers to their fullest potential and partnering with them to create well-rounded and

joyful environments. Breanne enjoys spending time with her husband and children appreciating everything that the Portland outdoors has to offer: hiking, camping, gardening and boating on the river.

Description of Training Facilities

Classes for the Heart and Hand Infant and Toddler Credentialing Program will be held at The Earth Tortoise Montessori School and Portland Montessori Collaborative to allow the adult learner to experience as many different Infant Toddler environments as possible.

The Earth Tortoise School is located at 221 NE 117th Ave in East Portland with an infant classroom serving children 3 to 14 months and a toddler classroom for children 14 to 36 months.

Portland Montessori Collaborative is located at 4817 SW 53rd Ave in Portland's west side. PDXmc has an infant classroom, two toddler classrooms, and two early childhood classrooms.

Each of these sites has carefully prepared indoor and outdoor environments equipped with the Montessori Infant and Toddler pedagogical materials and staffed with accredited and experienced guides. Adult Learners can expect to be accommodated with all the necessary amenities including a working kitchen, bathrooms, adult chairs and tables, power point projector and screen, office equipment and supplies. Accommodations for individual needs are available upon request.

Instructor to Adult Learner Ratios

In order to foster a close community of learners that allows for collaboration, intimate and deep discussions, and a breadth of idea, Heart and Hand Montessori Teacher Education Program maintains a 1:15 instructor to adult learner ratio.

Certification Courses

Heart and Hand MTEP offers courses in Montessori education at the Infant and Toddler level, leading to full certification at this level. This course is designed for people interested in assisting children ages birth through 3 years.

The Infant and Toddler Certification Course consists of the following Course Components:

- Theories of Child Development
- Montessori Philosophy
- Infant and Toddler Pedagogy and Environments
- Child, Family, and Community
- Observation and Classroom Management
- Personal Growth
- Leadership
- Early Childhood Overview

These courses are designed to help the adult learner understand child development, the Montessori philosophy, and best practices in the Early Childhood Education field in order to create learning environments and curriculum to best serve the children in their care. A great deal of thought and

planning has been put into making these courses, and the entirety of the certification program, well rounded, holistic, and applicable in today's world.

Certification Description

Upon successful completion of the above courses and a practicum in the field, the adult learner will receive a MACTE Infant and Toddler Montessori Teacher Certification (Credential).

Course Component Workshops and Professional Development

Each course component offered at HaH MTEP can be taken individually. These academic hours can be used towards Oregon's Office of Child Care required Professional Growth Hours and will tie into Oregon Registry Core Knowledge Categories. Adult learners who complete the academic track by taking individual components and then wish to pursue the full Montessori accreditation have two years from the completion of the academic course components to complete the seminar and mentorship/practicum requirements. Fees for course component workshops taken as individual components are prorated to reflect the stand alone courses. Tuition Assistance is not awarded to those taking individual course components.

Adult Learner Student Services

Heart and Hand Montessori Teacher Education Program is committed to supporting each adult learner in his or her process of becoming a Montessori educator. Adult learners are strongly encouraged to maintain open and honest communication with the staff and faculty members throughout all phases of the training program.

Academic Advising and Office Hours: Because Heart and Hand is dedicated to support the adult learner and to a mentorship model of educating Montessori teachers, we want to make ourselves as readily accessible to the needs of the adult learner as we can. The Executive Director, Program Director, Practicum Coordinator or Instructors are available by appointment throughout the year. In addition to setting up face to face meetings, Heart and Hand staff can also be contacted via phone or email.

Placement Assistance: Heart and Hand MTEP does not represent itself as an employment or placement service. No guarantee is made or implied as to employment, occupational advancement and/or salary.

Student Housing: Heart and Hand MTEP does not offer student housing though we will make efforts to assist adult learners in accessing such resources in the community.

Licensing and Accrediting Institutions

Heart and Hand MTEP is licensed by the State of Oregon's Higher Education Coordinating Commission Private Career School's Licensing Unit at 255 Capitol St., NE Salem, OR 97310. The Private Career School's Licensing Unit can be contacted at (503) 947-5977.

Heart and Hand MTEP is accredited through the Montessori Accreditation Council for Teacher Education (MACTE) at 108 Second St. SW, Suite 7, Charlottesville, VA 22909. MACTE can be contacted at (434) 202-7793 or online at www.macte.org.

General Program Information

Infant and Toddler Montessori Teacher Certification Course

Course Schedule for the Current Cycle

A current course schedule and more detailed information about the Infant and Toddler Accreditation Courses offered by Heart and Hand Montessori Teacher Education Program can be found in the Heart and Hand Infant and Toddler Course Catalog.

This accreditation course consists of a 9 month academic phase, beginning in January and continuing through the following September, and a 9 month practicum phase which begins that September, after the academic phase, and continues through May.

Academic Phase

The academic phase of the accreditation course consists of 234 hours of instructional time covering the 7 Course Components and including the Early Childhood Overview. Classes shall be held in the evenings and/or the weekends to allow working adults the flexibility to continue their education. These classes will be held with one of the Heart and Hand instructors and are designed to give students the information needed to have a strong foundational knowledge of Montessori theory and practice.

During the academic phase, the adult student will:

- Study Theories of Child Development; Montessori Philosophy; Pedagogy and Environments; Observation Methods and Classroom Management Techniques; Child, Family, and Community, Personal Growth, and Leadership
- Attend lectures, watch videos, read selected books making all necessary notes
- Complete assignments including creating Resource Manuals for each area of study
- Create materials
- Hold discussions about course content
- Keep a Personal Growth Journal

Mentorship Phase

It is Heart and Hand MTEP's belief that strong teachers develop through education, experience, and collaboration with others. As a part of the accreditation program, each adult learner is required to spend a certain number of mentorship hours working with a mentor teacher in their classrooms during the academic phase of their training.

Mentor teachers are either 1) Heart and Hand MTEP faculty or staff; 2) accredited Montessori teachers with at least 5 years of experience in the classroom approved by the HaH MTEP Executive Director; or 3) a combination of these. Adult learners are required to complete a minimum of 15 mentorship hours.

During the mentorship phase, the adult learner will:

- Make observations in the mentor teacher's classroom
- Work with the children under the guidance and direction of the mentor teacher
- Meet with the mentor teacher on a daily basis to discuss observations and performance as well as to plan strategies, curriculum, and environment for the following day
- Be evaluated by the mentor teacher using the Adult Learner Evaluation Form A
- Evaluate the mentorship site using the Mentorship Site Evaluation Form
- Write a paper describing the adult learner's experience

Practicum Phase

The practicum component of the accreditation course consists of consistently working in an approved Montessori classroom under the guided supervision of an accredited teacher. It is an opportunity to apply all that you have learned during the academic phase and get practical experience working with children in a Montessori setting. The adult learner will enter the practicum phase of the program upon the recommendation of the course's Program Director after the required minimum hours in the academic phase of the course has been completed. Recommendations are issued when the course Executive Director, through information obtained from both the Instructors and the Program Director, feels the adult learner has demonstrated a strong understanding of the Montessori philosophy and pedagogy and has shown him or herself to be organized, responsible, and professional with excellent interpersonal and writing skills.

During the practicum, the adult learner will:

- Make observations in a Montessori classroom
- Apply observations to the development and creation of materials and experiences
- Prepare Resource Manuals
- Prepare a year-long project
- Complete self-evaluation reports
- Keep a Personal Growth Journal
- Be evaluated and mentored by a Supervising Teacher
- Be observed and mentored by a Field Consultant

The practicum phase of the Infant and Toddler Course is a minimum 9 month cycle beginning in September and continuing through the following May with a minimum of 400 practicum hours.

Component Workshops

Each course component can be taken individually when they are offered during the course cycle. These academic hours can be used towards the Oregon's Office of Child Care required Professional Growth Hours and will tie into Set 2 courses in the Oregon Registry Core Knowledge Categories.

Audit Privileges

Teachers who have completed a course from Heart and Hand Montessori Teacher Education Program are invited to review coursework at any time by returning to audit classes at the same course level. Call to check for space availability. There is no fee.

Career Information and Opportunities

Successful completion of the Montessori Infant and Toddler Teacher Credential Course meets the requirements for a career with children of that age in a Montessori educational setting. It also designates the candidate as 'teacher qualified' as per the guidelines set out by the Oregon Center for Career Development.

The field of Infant and Toddler care is a quickly growing field with a lot of demand as parents seek high quality childcare for their youngest children. And as both general understanding of the importance of these first three years in a child's development and support from governmental agencies towards early childhood education grow, the field of Infant and Toddler Montessori education will most likely be at the forefront of providing such high quality care.

However, Heart and Hand MTEP does not represent itself as an employment or placement service. No guarantee is made or implied as to employment, occupational advancement and/or salary.

Professional Development Hours and the Oregon Registry

The Office of Child Care for the State of Oregon requires each person working with children in either an in-home or commercial setting to take at least 15 hours of Professional Development coursework each year. The course components offered at Heart and Hand MTEP satisfy this requirement with Oregon Registry accepted requirements. Each adult learner will receive a certificate at the completion of each component identifying the information covered, which Core Knowledge Category that course satisfies, and hours of the component.

The Oregon Registry, through the Oregon Center for Career Development in Childhood Care and Education at Portland State University, is a program which helps teachers track their professional development and plan their future career path based on a matrix of pathways. Early Childhood educators can move up the matrix by planning their professional development courses to align with the matrix "steps". As educators move up these "steps", they can apply to receive a monetary Education Award from the State of Oregon that correspond with the step they are on.

The Heart and Hand MTEP individual components satisfy the requirements of courses needed to move up the Oregon Registry "steps" so may be taken as needed according to an individual's professional development plan. The accreditation course as a whole will, on its own, bring an individual to a Step 8.5.

Admission Requirements and Procedures

Non-Discriminatory Statement

Heart and Hand MTEP admits adult learners without discrimination based on race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, or sexual orientation.

Ability to Benefit

HaH MTEP will admit adult learners that have the ability to benefit from a Montessori training program. This decision will be based upon the documents submitted in the Application Packet and the HaH's administration and faculty's interview and discussions with the applicant. To show the ability to benefit the applicant must communicate to Heart and Hand MTEP his or her commitment to the profession, academic preparation, and feasibility of successful completion.

Transfer Adult Learners

Heart and Hand MTEP does not offer transfer credit to adult learners at this time nor is transfer credit accepted.

Prerequisites

Applicants must be at least 18 years of age and hold a minimum of a high school diploma or its equivalent for acceptance into the program, though a post-secondary diploma is preferred. For those applicants working in the State of Oregon, holding a BA or BS degree will make you eligible for a higher step on the Oregon Registry upon completion of the HaH MTEP than those who do not have a post-secondary degree. Heart and Hand MTEP asks for a copy of the highest educational diploma the applicant has achieved as well as transcripts of all post-secondary coursework completed. Applicants without a post-secondary degree are required to have some Montessori classroom experience and submit a letter of recommendation from the Head of School where this experience occurred. Such applicants will be considered on an ability to benefit basis. Applicants with a post-secondary must have at least observed in a Montessori classroom and submit a written description of their observation experience. All applicants must submit documentation of their enrollment in the State of Oregon Criminal History Registry, must hold an Infant/Child/Adult First Aid and CPR certification, have completed a Recognizing and Reporting Child Abuse and Neglect course, and hold a Food Handler's Card as these are all requirements for employment with children in the state of Oregon. Out of state applicants must submit documentation of equivalent certification required in their home state. Applicants may reapply after satisfying prerequisites without additional application fees.

Enrollment Procedures

If you are interested in the Heart and Hand Accreditation Course please contact Heart and Hand MTEP at hahmontessori@gmail.com for information and an application packet. These applications, along with all necessary written documentation, are due by December 1st of each year. A non-refundable application fee of \$25 is due at this time.

The following materials, found in the Application Packet, must be submitted to Heart and Hand Montessori Teacher Education Program to be considered for acceptance and enrollment:

- Completed Application
- Resume
- Copy of Driver’s License
- Proof of Enrollment in the State of Oregon’s Criminal History Registry
- Recognizing and Reporting Child Abuse and Neglect Certificate
- Infant/Child/Adult First Aid and CPR certification
- Food Handler’s Card
- Documentation of Observation in a Montessori Classroom if applicable
- Written Statement of Interest addressing the following questions:
 1. What do you know about the Montessori approach to education?
 2. Why are you seeking a Montessori teaching credential?
 3. What are the personal qualities and talents that you bring to the classroom?
- Copy of highest educational diploma
- Official/Unofficial transcripts from highest educational institution
- 3 Letters of Recommendation using HaH Recommendation Forms
- Tuition Assistance Application
- Application Fee (\$25)

Admissions interviews will be scheduled through the month of December and a final Acceptance Packet along with information regarding the first class session will be sent out by December 15th. . To finalize your enrollment, the Enrollment and Tuition Agreement, along with the first tuition installment must be received by HaH MTEP by August 5th. Classes begin Saturday, August 27th at 8am. Applicants not accepted into the program will be notified in which areas improvement needs to be made in order to become eligible and may reapply for the following instructional year.

Fees and Tuition

Application Fee:	\$25
Infant & Toddler Credential Tuition:	\$7,500
Practicum Tuition:	\$500
Early Childhood Overview Course Fee:	\$360
Books:	\$300 approx
Supplies:	\$300 approx
Course Components Only:	\$20 per hour
MACTE Student Fees:	Included in tuition

- Tuition can be paid in one installment by January 5th
- Tuition can be paid in three equal installments due Jan 5th, Mar 5th, and Jun 5th

- Monthly payment plans are available upon request
- Early Childhood Overview Course Fee is a one time payment due on or before the 1st of the month in which the Early Childhood Overview is held.
- Practicum tuition is a one time payment due on Aug 5th prior to the beginning of the practicum
- Books and supplies are to be provided by the Adult Learner. The above costs are approximations. Individual expenditures may vary.

Tuition Assistance

Heart and Hand Montessori Teacher Education Program is dedicated to making a Montessori Credential Program available and accessible to all those who aspire to work with children as their life's path. To this end, Heart and Hand MTEP offers tuition assistance to qualifying applicants working toward the Infant/Toddler Credential for up to 50% of the total tuition.

In order for Heart and Hand MTEP to determine tuition assistance eligibility, applicants must complete a FAFSA (Free Application for Federal Student Aid) worksheet, provide the necessary information needed to determine title 1 status of the applicant's place of residence and/or place of employment or both, and complete a personal statement. These requirements can be found in the Tuition Assistance Program portion of the Heart and Hand Enrollment Application.

Acceptance Packets will then include either the final Tuition Assistance Agreement based on your need and qualifications OR a request for the adult learner to meet with HaH MTEP administration staff to arrange an individual plan. Financial Aid and Tuition Payment Agreements may only be modified by submitting a written request to the Executive Director.

The adult learner is then responsible for the balance of the tuition. You may either:

- Pay the balance in full by January 5th
- Pay the balance in three equal payments due January, March, and June 5th
- Pay the balance in one installment of \$1450 due by January 5th followed by eleven equal monthly installments due by the 5th of each month.

Cancellation Policy

HaH MTEP reserves the right to cancel courses due to insufficient enrollment up to 2 weeks before classes begin. In case of cancellation, adult learners enrolled in the program will receive a full refund of tuition paid. Refunds will be made within 30 days of the official date of cancellation.

General Academic and Procedural Policies

Code of Rights and Responsibilities

The following statements, adopted by Heart and Hand Montessori Teacher Education Program, are based on *Fair Practices in Higher Education: Rights and Responsibilities of Students and*

Their Colleges in a Period of Intensified Competition for Enrollments. A Report of the Carnegie Council on Policy Studies in Higher Education. San Francisco: Jossey-Bass, 1979.

Adult Learner Rights and Program Responsibilities

To preserve and protect the rights of the students, Heart and Hand Montessori Teacher Education Program is committed to the following responsibilities:

A. Admissions

1. To provide written policies on admission requirements
2. To provide prospective students with adequate and complete information on all aspects of the program, including personal contact with staff and visits to HaH MTEP facilities.

B. Advertising

1. To maintain an advertising policy that is truthful, accurate, and up to date

C. Financial

1. To provide complete and accurate information on the full costs of the program
2. To maintain fair and accurate refund policies and to provide full written information on such policies
3. To charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books
4. To make reasonable tuition increases and provide notice of the same
5. To keep complete and accurate financial records for each student
6. To inform students about financial instability if such a condition should arise

D. Academic

1. To maintain academic quality
2. To maintain clear written policies for accepting credit from other institutions and for the acceptability of Hah MTEP credit to other institutions
3. To insure fair and reasonable academic evaluations based on quality of student performance; to properly maintain transcripts or records of students' evaluations; and to guarantee confidentiality and student access to records
4. To inform students regularly of their academic progress and to award certification after all stated program requirements have been satisfied
5. To provide adequate facilities and services to support academic instruction.
6. To offer quality instruction through instructors with appropriate credentials and experience, who are current in their field, meet classes on time, are well prepared, and are available to students at stated times outside of class.
7. To describe program requirements in clearly written, accurate terms and to ensure that requirements support students' academic progress.
8. To offer courses that are compatible with their descriptions in the Hah MTEP brochure and student handbook.

9. To respect the principles of academic and professional integrity.
10. To maintain clearly written policies for dismissal and to carry out such policies only for appropriate causes and after due process.

Adult Learner Responsibilities and Program Rights

Heart and Hand Montessori Teacher Education Program maintains its rights as an institution of private post-secondary education. Adult learners have the following responsibilities:

A. Admissions

1. To read all information published by HaH MTEP
2. To be knowledgeable about other available programs, certifications, and accrediting agencies so that enrollment in HaH MTEP is an informed choice.
3. To complete the application process promptly by submitting required materials and meeting pre-training requirements

B. Financial Agreements

1. To read any and all information provided by HaH MTEP regarding fees, refund policies, and financial requirements, and to request further information or clarification when needed.
2. To read and understand all financial agreements made to and by HaH MTEP, and to keep a copy of all agreements and receipts.
3. To meet financial obligations to HaH MTEP promptly

C. Academic Programming

1. To read any and all information provided by HaH MTEP and request further information and clarification when necessary.
2. To be an active participant in the course of study offered by HaH MTEP within the context of stated requirements and existing institutional resources.
3. To monitor his or her own personal and academic progress throughout the training period, during both the academic and practicum phases.
4. To attend all required classes and instructional activities, to come prepared, and to complete assignments on time.
5. To respect the principles of academic and professional integrity.
6. To respect the freedom of the staff to inquire, publish, and teach.
7. To respect the facilities and property of the program, including buildings, book and equipment and to observe stated requirements for their use.

Standards of Professional Conduct

Adult learners enrolled in the Heart and Hand Montessori Teacher Education Program are expected to uphold high standards of personal, professional, and academic integrity and conduct. Being professionals in the field of child development and early childhood education,

adult learners are expected to be courteous and thoughtful, respectful, conduct themselves with maturity and good judgment. Unprofessional and disrespectful behavior is unacceptable.

In cases of inappropriate behavior, the Instructor and/or Director will meet with the adult learner to establish an understanding of acceptable behavior. Situations will be handled on an individual basis. The Director is ultimately responsible for any action taken.

- Be prompt for the beginning of class and after each break.
- Cell phones must be silenced during class sessions.
- Save personal conversations with fellow students for breaks.
- Water bottles may be brought into class.
- Snacks can be consumed in class as long as they are not disturbing to others – not too loud, messy, or distracting. Clean up after yourself including wiping down tables and sweeping the floor.
- Smoking is not allowed anywhere on school property.
- Wear appropriate clothing. Be prepared for physical activity and sitting on the floor.
- Laptop and ipads may be used to take notes only. Do not use these devices for anything other than class activity.
- To make an audio recording of any of the class sessions, written permission from the Instructor must be given.
- Student may not make video recordings in class.
- Equipment or materials may not be removed from any of the class session sites.
- Written assignments must in the student's own words and cannot be copied from any source. Sources for information used in written assignments must be cited.

Discrimination or discriminatory, intentionally offensive and/or hurtful remarks of any kind will not be tolerated. Staff, faculty, adult learners and all others must be treated with the utmost respect at all times. Offenders will face disciplinary action with the possibility of dismissal from the program. Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries. Instructional staff or other school personnel will be upheld to these same standards of professional conduct.

The unlawful possession, use, or distribution of drugs by adult learners on any property being used as a classroom space or as any part of HaH MTEP's scheduled activities is prohibited. Violation of this provision will result in the adult learner being placed on probation and may lead to dismissal. Because of the nature of our work with future teachers of young children, the HaH MTEP staff is especially alert to adult learners who appear to be attending class intoxicated or with their faculties impaired due to the use of drugs or alcohol. Such adult learners may be asked to provide proof that they are drug-free before being recommended to enter the practicum phase of the program.

Likewise, adult learners must show a mental and emotional maturity to be recommended for the practicum phase of the program. Adult learners who consistently show a lack of mental or

emotional stability and/or maturity may be placed on probation, meeting with the Program Director and/or Executive Director to establish a plan for improvement. Such adult learners will need to exhibit growth in these areas before being recommended for the practicum phase of the program.

All enrollment, continuation, and recommendations throughout the accreditation program are contingent on the discretion of the Heart and Hand MTEP Executive Director and Board of Directors.

Delinquent Accounts

Adult learners whose account has become delinquent by 60 days will not be permitted to participate further in the course (including component workshops, seminars, field consultant visits, practicum, and assessments). If an adult learner's account becomes delinquent, or the adult learner feels they will have trouble meeting their financial obligations, it is strongly recommended that they meet with HaH MTEP's Executive Director so that a course of action may be arranged. Heart and Hand is dedicated to supporting the adult learner complete their accreditation to the best of its ability considering the needs of both the training program and its staff as well as other enrolled students. Financial Aid and Tuition Payment Agreements may only be modified by submitting a written request to an executive officer.

Accounts must be fully paid in order for adult learners to be recommended for certification.

Timeline of Completion

Adult learners on the accreditation track and who receive Tuition Assistance have two years in which to complete the academic phase of the accreditation program. If the academic phase is not completed within these two years, the adult learner will be placed on the 'component track' and any Tuition Payment Agreements and Tuition Assistance Agreements will become null and void, with the balance of the tuition due immediately.

Once the academic portion of the program is complete, the adult learner has another two years to complete the practicum portion of the program. If the practicum portion is not completed within these two years, the adult learner will need to audit a portion of the academic program before they can continue into the practicum. The academic portion to be audited will be at the discretion of the Program Director and/or Executive Director and will be based on a case by case basis according to the needs of the individual adult learner.

Attendance and Make-Up Policy

The adult learner should be seated and ready before the start time of class. Arrival and departure times must be recorded in the attendance sign-in book at each class session. After

class has begun, the attendance sign in book will be collected by the instructor who will sign in any late adult learners to record tardiness.

Attendance at all scheduled sessions of the academic, mentorship, and practicum phases is immensely important. Though the transmission of specific curriculum from any day is possible, the dialogue that occurs in class spontaneously can never be replaced. Such in-class experiences are invaluable to the training of soon-to-be Montessori guides. It is Heart and Hand Montessori Teacher Education Program's expectation that adult learners make every effort to be in class as scheduled.

If an absence is necessary due to illness or emergency, the adult learner should contact the instructor as soon as possible to inform them of the absence. The student must then complete an Absence Form and discuss with the instructor how to make up the information and work that was missed. When the make-up work is complete, the student will then resubmit the Absence Form to the instructor who will sign off and forward the form to the Program Coordinator. This form shall be kept in the adult learners file.

Absences in excess of 10% of the total course hours or 20% of any single component's total hours is unacceptable and may be grounds for dismissal. To avoid dismissal due to excessive absences, adult learners may repeat the HaH MTEP program or program component during a later course cycle. This option must be discussed and agreed upon with the Program Director and Executive Director. The agreement reached will be documented and kept in the adult learners file. If this agreement is not fulfilled, the student learner's enrollment status at HaH MTEP will adjusted from the 'accreditation track' to the 'component track' and any Tuition Payment Agreements and Tuition Assistance Agreements will become null and void, with the balance of the tuition due immediately.

For students who foresee difficulties meeting the accreditation track's schedule and attendance requirements, a more suitable option may be to opt for the 'component track' which offers more flexibility.

Dismissal

An adult learner who consistently fails to meet the Standards of Conduct and/or course requirements will be asked to meet with the Executive Director and any other HaH MTEP faculty that may be appropriate. The adult learner will be given a list of expectations to work on within a stated time-frame. If the student fails to meet these expectations by the end of the established probation period, he or she may be dismissed from the program. Grievous breaches of the Standards of Conduct can result in immediate dismissal such as, but limited to, discriminatory behavior, harassment and assault, impairment due to drug or alcohol use. A dismissal notice will be given in writing. Refunds, where applicable, will be made according to the published Refund Policy. An adult learner who has been dismissed or withdrew from the program may be readmitted upon an interview with the Executive Director to determine that he or she can successfully complete the program.

Communicating Concerns and Hierarchal Protocol

If, at any point, a situation of concern arises for the adult learner, HaH MTEP has the following hierarchal protocol system in place to settle the concern as respectfully to all parties as possible:

- Discuss concerns directly with other person/s involved, be it another adult learner or a HaH MTEP staff member.
- If this does not resolve the issue or the adult learner feels uncomfortable speaking with that person directly, the next person in the hierarchy should be contacted
 - Fellow Adult Learner
 - Instructor or Practicum Coordinator
 - Program Director
 - Executive Director
 - Board President
- In the event that a situation arises with staff or administration of the adult learner's practicum site, please follow the grievance procedure of the practicum school. If the issue is not resolved, please then contact the HaH MTEP Practicum Coordinator and continue the protocol procedure for HaH MTEP.

Grievance Procedures

If a concern or complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the program's arbitration committee.

The arbitration committee shall be composed of:

- The Executive Director
- A Course Instructor, appointed by the Executive Director, or
- A Standby Course Instructor
- The adult learner cohort's designated representative

The Standby Course Instructor is available to step in for the appointed Course Instructor if and when the grievance brought before the arbitration committee involves the appointed Course Instructor. The Standby Course Instructor shall not have a place or a vote on the committee otherwise. In the event that the grievance is brought before the arbitration committee by the designated representative of the adult learner cohort, the place of that cohort representative will be taken by the adult learner who received the second highest number of votes in the election for cohort representative.

The arbitration committee will consider grievances against the program and its management/staff in the following areas:

- Incomplete or seriously deficient training and/or administrative management during the program's academic or practicum phases

- Failure to meet the program’s responsibilities as outlined in this Adult Learner Handbook’s Code of Rights and Responsibilities
- Failure to meet the program’s financial obligations

Grievance will only be heard on the above items if the arbitration committee decides they are serious enough to jeopardize the adult learner’s rights to satisfactory service and training and the rights of others to just re-compensation.

The committee shall hear from both parties of the dispute and shall attempt to arbitrate a solution satisfactory to both parties. Failing that, the arbitration committee shall decide by majority vote the course of action to be taken.

Appeal Process

Individuals who feel they still have a legitimate grievance after all the above procedures have been exhausted may bring their grievance before the Board of Director of Heart and Hand Montessori Teacher Education Program.

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, students may contact: Higher Education Coordinating Commission, Private Career Schools, 255 Capitol St., NE Salem, OR 97310.

After consultation with appropriate Commission staff and if the complaint alleges a violation of Oregon Administrative Rules 715-045-0001 through 715-045-0210, the Commission will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

Withdrawal Policy and Refund Policy

Adult learners have the right to cancel an Admission and Tuition Agreement within 5 days after submission. Within these 5 days, the first tuition installment paid is refundable.

Any adult learner who wishes to withdraw from the program after the 5 day waiting period, must submit his or her reasons in writing to the Executive Director. If the adult learner chooses to withdraw from the program after the 5 day waiting period and before the commencement of classes, the remainder of the tuition paid will be refunded.

In the case that an adult learner chooses to withdraw from the program during the academic phase, refunds will be based upon a prorated hourly rate. No refund will be given for hours already completed. The remainder of paid tuition will be refunded for hours not yet taken. Refunds will be determined by the date that notice was received and will be processed within 40 days of the receipt of written notice. Those who withdraw and wish to be reinstated may do so by re-applying. Credit for previous work done will be given and fees will be prorated to reflect prior work.

The \$25 Application Fee and the \$500 Practicum Tuition are non-refundable.

CANCELLATION AND REFUND POLICIES FOR RESIDENT EDUCATION

Cancellation and Refund Policy: Resident Instruction (OAR 715-045-0036)

A student may cancel enrollment by giving written notice to the school. Unless the school has discontinued the program of instruction, the student is financially obligated to the school according to the following:

- (a) If cancellation occurs within five business days of the date of enrollment, and before the commencement of classes, all monies specific to the enrollment agreement shall be refunded;
- (b) If cancellation occurs after five business days of the date of enrollment, and before the commencement of classes, the school may retain only the published registration fee. Such fee shall not exceed 15 percent of the tuition cost, or \$150, whichever is less;
- (c) If withdrawal or termination occurs after the commencement of classes and before completion of 50 percent of the contracted instruction program, the student shall be charged according to the published class schedule. The student shall be entitled to a pro rata refund of the tuition when the amount paid exceeds the charges owed to the school. In addition to the pro-rated tuition, the school may retain the registration fee, book and supply fees, and other legitimate charges owed by the student

The enrollment agreement shall be signed and dated by both the student and the authorized school official. For cancellation of the enrollment agreement referenced in Subsections (1)(a) and (b), the "date of enrollment" will be the date that the enrollment agreement is signed by both the student and the school official, whichever is later.

Published Class Schedule (for the purpose of calculating tuition charges) means the period of time between the commencement of classes and the student's last date of attendance as offered by the school and scheduled by the student.

The term "Pro rata Refund" means a refund of tuition that has been paid for a portion of the program beyond the last recorded date of attendance. The portion of the program for which the student will be charged is determined by dividing the total clock hours into the number of clock hours accrued according to the published class schedule as of the last date of attendance.

The term "tuition cost" means the charges for instruction including any lab fees. "Tuition cost" does not include application fees, registration fees, or other identified program fees and costs.

When a cancellation, withdrawal, termination, or completion occurs, a calculation of all allowable charges under this rule shall be made. If such calculations evidence that the school received total payments greater than its allowable charges:

Within 40 days after notification of such cancellation, withdrawal, termination, or completion, a written statement showing allowable charges and total payments received shall be delivered to the student by the school, together with a refund equal in amount to monies paid to the school in excess of those allowable charges;

In the event payments to a student account are derived from federal and/or state tuition assistance program(s), including student loan programs, regulations governing refund notification and awarding within respective program(s) shall prevail in lieu of Section (10)(a) of this rule, but only with respect to the covered portions thereof; and

In the event payments to a student account are derived from a sponsoring public agency, private agency, or any source other than the student, the statement of charges and payments received together with an appropriate refund described under section (10)(a) of this rule may be delivered instead to such party(ies) in interest, but only with respect to the covered portions thereof.

In case of disabling illness or accident, death in the immediate family, or other circumstances beyond the control of the student that causes the student to leave school, the school shall arrange a prorated tuition settlement that is reasonable and fair to both parties.

A school shall be considered in default of the enrollment agreement when a course or program is discontinued or canceled or the school closes prior to completion of contracted services. When a school is in default, student tuition may be refunded by the school on a pro rata basis. The pro rata refund shall be allowed only if the Heart and Hand MTEP Executive Director determines that the school has made provision for students enrolled at the time of default to complete a comparable program at another institution. The provision for program completion shall be at no additional cost to the student in excess of the original contract with the defaulting school. If the school does not make such provision, a refund of all tuition and fees shall be made by the school to the students.

Student Records and Confidentiality

Heart and Hand Montessori Teacher Education Program maintains individual records for each adult learner. These records include all forms completed by the adult learner concerning enrollment, admissions, tuition payment agreements and Work Trade agreements, absence forms and make up agreements; all assessment tools and evaluations conducted; copies of all completed assignments aside from the resource manuals; all communication between HaH MTEP and the adult learner concerning complaints, grievances, professional conduct, and probation; and dismissal or withdrawal notices.

HaH MTEP respects the right to privacy of all students and staff. All student information and records are confidential and only HaH MTEP administrators and the individual students have access to individual student files. A signed letter of authorization is required for HaH MTEP to release any records or student information to an outside party. Each adult learner receives one official and one unofficial transcript upon completion of the accreditation program. Additional official transcripts can be ordered and sent directly to stated party for a fee of \$10 each.

Standards for Course Completion

Attendance

Attendance at all scheduled sessions of the academic, mentorship, and practicum phases is immensely important. Though the transmission of specific curriculum from any day is possible, the dialogue that occurs in class spontaneously can never be replaced. Such in-class experiences are invaluable to the training of soon-to-be Montessori guides. It is Heart and Hand Montessori Teacher Education Program's expectation that adult learners make every effort to be in class as scheduled.

If an absence is necessary due to illness or emergency, the adult learner should contact the instructor as soon as possible to inform them of the absence. The student must then complete an Absence Form and discuss with the instructor how to make up the information and work that was missed. When the make-up work is complete, the student will then resubmit the Absence Form to the instructor who will sign off and forward the form to the Program Coordinator. This form shall be kept in the adult learners file.

Absences in excess of 10% of the total course hours or 20% of any single component's total hours is unacceptable and may be grounds for dismissal. To avoid dismissal due to excessive absences, adult learners may repeat the HaH MTEP program or program component during a later course cycle.

Assessment

Each course component will have mandatory assignments with their own requirements. Each assignment will be assessed using a published assessment rubric which will be handed out to the adult learners at the time of the assignment. The assessment rubric will assign a score from 0 to 100 on the assignment based on the requirements of that assignment. A score of 80 or higher is required on each assignment. Adult learners will have one opportunity to "re-do" the assignment in order to raise their score if it is below a 80 when first turned in. Consistent scores of below 80 may be grounds for dismissal from the program. The HaH MTEP Instructors and/or Program Director will meet with any adult learner who is having trouble completing their assignments to the standard acceptance level to develop a course of action to help the adult learner improve their assignment scores on future assignments.

Evaluation and Testing

Each course component may require the completion of tests or exams. These exams will be score based on a published assessment rubric which will be handed out to the adult learners at the time of the test or exam. The assessment rubric will assign a score of 0 to 100 based on the requirements of the test or exam. A score of 80 or above is required on all tests and exams. Make up test or exams in the event of an adult learner receiving a score below 80 will be given at the discretion of that course component Instructor. The agreement to take a test or exam (or alternate test or exam developed by the Course Instructor to cover the same material) again must be signed by the adult learner, Course Instructor, and Program Director; must include requirements and expectations of the adult learner's performance; and have a

statement of planned action if the adult learner still does not meet the score of 80 or higher requirement.

Progress Reports

In order for students to take responsibility for their own learning process and make improvements in areas in which they are weak, they need to have regular, consistent feedback about their performance. Progress report will be delivered electronically to the adult learner at the end of each course component via a shared Google document. The progress reports should be reviewed by the student and then discussed with the Course Instructor. An action plan for future improvements will be outlined at this meeting. At the end of the progress report review, the student and the Course Instructor should sign the progress report and the student will receive a copy for his or her own records.

Adult learners who are not progressing satisfactorily will be placed on Administrative Review. They will be referred to the Program Director and together will create an Individualized Learning Plan (ILP) detailing specific goals within a timeline to be developed and signed by the Adult Learner. Revisions to the ILP are allowed at the discretion of the Program Director and/or Executive Director.

If Adult Learners who have been placed on Administrative Review fail to meet the terms of their Individualized Learning Plan, they will meet with the Executive Director, Course Instructors, and Program Director. Without a compelling recommendation, the Adult Learner will be placed on academic leave. They will be invited to reapply to the next available course. Any completed courses will be credited towards the credential.

With a compelling recommendation from either the Executive Director, Course Instructors, or Program Director one revision to the Individualized Learning Plan (ILP) will be allowed. If the Adult Learner fails to meet even one of the goals set in the ILP their enrollment in the program will be revoked, and they will not be eligible to re-apply or re-enroll in the future.

Year Long Project

The accreditation course requires each adult learner to complete a Child Development Case Study over the course of the practicum phase. The requirements of the Case Study are outlined in the Child Development course syllabus which is distributed to the adult learners with the Admission Packet in August of each year. The Child Development Case Study will be evaluated based on an assessment rubric and assigned a score of 0 to 100 based on the requirements of the assignment. A score of 70 or higher is required for the Case Study to be accepted. The Heart and Hand Course Instructors are available by appointment throughout the adult learners practicum experience to support and aid the adult learner as they work on and complete this assignment. The Field Consultants will be checking on the adult learner's progress with the Case Study during their visits as well.

Practicum Experience

Each adult learner is required to complete a student teaching practicum of at least 400 hours over the course of 8-12 months.

Acceptance into the Practicum portion of the Certification Course is dependent upon the adult learner's overall performance in the academic phase. Attendance rates and scores on evaluations, tests, and other assessment tools must meet the minimum requirements outlined in this Adult Learner Handbook in order for the Adult Learner to be considered as a candidate for entry into the Practicum. Other areas of performance including demeanor and attitude, ability to work with others, strong communication skills, and general work ethic will also be considered. These considerations will be addressed in the Progress Reports distributed at the end of each course component. Final decisions regarding an adult learner's acceptance into the Practicum phase are at the discretion of the Executive Director based on the recommendation of Course Instructors and Program Directors. Any grievances regarding this decision can be addressed through the grievance procedures outlined in this Adult Learner Handbook.

The adult learner will have at least 3 Field Consultant visits over this time if they are completing a "supervised" practicum or at least 5 Field Consultants visits if they are completing an "unsupervised" practicum. During these Field Consultant visits, the adult learner will be observed and assessed in several areas of classroom management. The results of these assessments will be discussed with the adult learner at the end of each visit. Any areas of improvement will be noted and a plan of action as well as expectations of performance will be outlined for the adult learner to work on until their next Field Consultant visit. The adult learner must exhibit consistent growth in their work and performance over the course of the year and reach a minimum score on assessment tools used in order to be recommended for certification. If the Field Consultant's observations and assessments do not indicate that the adult learner has shown a minimum performance level by the end of the practicum year, the Field Consultant may recommend the adult learner extend their practicum until areas that need improvement have seen growth up to a minimum standard. Such recommendations will be discussed with the Program Director and will become a part of the adult learner's permanent file. Recommendation for certification is ultimately at the discretion of HaH MTEP's Executive Director.

Requirements for Certification

- Attendance in all class meetings or completion of approved make up assignments
- Class Participation with evidence of growth and understanding of the material covered
- A score of 80 or higher on all assignments
- Consistent growth and success in classroom management

MACTE Competencies:

All of the above criteria are designed and implemented to make sure that adult learners are given the means to master the competencies laid out by the Montessori Accreditation Council for Teacher Accreditation (MACTE). These competencies ensure that the adult learner has the knowledge, skills and tools to provide the highest quality Montessori experience to the children in their care.

The MACTE Competencies addressed in the Heart and Hand MTEP Infant and Toddler Certification Course are as follows:

Content Knowledge:

- 1.a. Montessori Philosophy
- 1.b. Human Growth and Development
- 1.c. Subject matter for each level not to exclude:
 - Cosmic education
 - Peace education
 - Practical life
 - The arts
 - Fine and gross motor skills
- 1.d. Community resources for learning

Pedagogical Knowledge:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment
- 2.d. Parent/teacher/family/community partnerships
- 2.e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment and documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2.j. Culturally responsive methods

Practice:

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

Time Limit for Course Completion

Individual assignments are due by their published due date available in the Course Component Syllabus. Assignments not turned in on their due date will be given a score of 0. If assignments are turned in late, this will be deemed the “make up” opportunity and the score received will then stand without further opportunities for revision or improvement. A Request for Extension may be submitted to the Course Instructor prior to the assignment due date if the adult learner anticipated not being able to complete the assignment on time. The Request for Extension must include the adult learner’s reason for being unable to complete the assignment on time as well as a proposed course of action for completing the assignment. Acceptance of the Request for Extension is at the discretion of the Course Instructor.

Adult learners on the accreditation track have two years in which to complete the academic phase of the accreditation program. If the academic phase is not completed within these two years, the adult learner will be placed on the ‘component track’ and any Tuition Payment Agreements will become null and void, with the balance of the tuition due immediately.

Once the academic portion of the program is complete, the adult learner has another two years to complete the practicum portion of the program. If the practicum portion is not completed within these two years, the adult learner will need to audit a portion of the academic program before they can continue into the practicum. The academic portion to be audited will be at the discretion of the Program Director and/or Executive Director and will be based on a case by case basis according to the needs of the individual adult learner.

Requests for Extensions

All requests for extension must be submitted in writing to be considered. Requests for extensions regarding course assignments are to be submitted to the Course Instructor prior to the assignments due date. The Request for Extension must include the adult learner’s reason for being unable to complete the assignment on time as well as a proposed course of action for completing the assignment. Acceptance of the Request for Extension is at the discretion of the Course Instructor. Requests for Extensions regarding the academic portion or practicum portions of the program must be submitted to the Executive Director. Include the reason for your request and a proposed course of action to complete the program requirements. Acceptance of the Request for Extension is at the discretion of the Executive Director.

Heart and Hand Montessori Teacher Education Program

Adult Learner Handbook Receipt Acknowledgement

I, _____, have received the Heart and Hand Montessori Teacher Education Program's Adult Learner Handbook and have read the information therein.

I, _____, upon reading the enclosed information, policies and procedures, understand the scope of the program, its expectations, as well as my rights and responsibilities. I have contacted Heart and Hand MTEP's administration to clarify any areas of concern and have had all of my questions answered so that I feel confident in my understanding.

I, _____, agree to adhere to the policies and procedures herein upon my acceptance into the program and understand that my failure to do so may result in my dismissal from the program.

I, _____, also understand that I have the right to file a grievance through the program's arbitration committee and the right to a just and fair examination of the issue brought forth.

Adult Learner Signature

Date

Adult Learner's Printed Name