MONTESSORI
Training Center Northeast

Student Handbook

2026 - 2027



ASSOCIATION MONTESSORI INTERNATIONALE
AMI

UNIVERSITY OF HARTFORD

CREC
Excellence in Education

www.mtcne.org

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MONTESSORI
Training Center Northeast

GENERAL INFORMATION

WELCOME

Greetings,

The Montessori Training Center Northeast was founded in 2003 to meet the need for high quality Montessori teacher training in the New England area starting in Hartford, Connecticut. Enthusiastic community response fostered the Center's growth as the Montessori movement expanded throughout the region to include the northeastern part of the United States. The Center currently serves students and programs nationally and internationally.

The Montessori Training Center Northeast is managed and operated by Capitol Region Education Council (CREC) and is affiliated with the Association Montessori Internationale (AMI) of Amsterdam, The Netherlands. Successful completion of the teacher education course leads to the Diploma of the Association Montessori Internationale. The Montessori Training Center Northeast offers the Assistants to Infancy (infant/toddler, 0-3), Primary (ages 3-6), and Elementary (ages 6-12) and the Adolescent (ages 12-18) Teacher Training Courses in Montessori Education through a variety of formats.

In addition, the Montessori Training Center Northeast and the University of Hartford have maintained a partnership spanning more than 17 years, providing students the opportunity to complete an undergraduate degree with a Montessori education concentration or a graduate degree with Montessori concentration. One of the first areas of collaboration between the partners began in 2005 when they worked together with the state to get the AMI diploma recognized such that AMI trained teachers would be eligible to apply for a CT state teaching endorsement for public Montessori schools.

The Montessori Training Center Northeast serves as a hub of Montessori activity in the Community - offering ongoing support through its teacher development programs to area Montessori schools and AMI Certified Training for Classroom Assistants. The Center collaborates with communities to offer AMI training through Satellite Training Center locations both nationally and internationally. Continuing education seminars, workshops and consultation services are offered on a regular basis throughout the northeast area, nationally, and internationally, as well. New programming: the Center is offering AMI's Montessori for Dementia & Ageing Workshops to program offerings, as well as the Montessori Sports Certificate Course.

Because of its international reputation, the Center attracts students from around the world. Graduates to date represent six continents and our graduates are currently teaching throughout the world. Thank you for choosing MTCNE for your Montessori training!

Sincerely,

Courtney Reim

Courtney Reim, EdD
Managing Director, MTCNE

ASSOCIATION MONTESSORI INTERNATIONALE
AMI

LOCATIONS AND FACILITIES

The Montessori Training Center Northeast (MTCNE), an Association Montessori Internationale (AMI) Affiliate, is a program of the Capitol Region Education Council (CREC) located in Bloomfield, CT. MTCNE operates AMI teacher training programs at various satellite locations in the United States and abroad.

MONTESSORI TRAINING CENTER NORTHEAST

MTCNE MAIN OFFICE

Mailing Address
Montessori Training Center Northeast
1300 Hall Boulevard
Bloomfield, CT 06002 USA

Contact Us
Phone: 870.232.1743
Email: mtcneinfo@crec.org

MAIN TRAINING FACILITIES

The Training Center facilities in Connecticut are located at:

MTCNE @ the Atrium
1300 Hall Boulevard
Bloomfield, CT 06002

Directions, Parking and Bus Access, click here.

Training programs are also offered at alternative premises as determined by the Director of Training, and/or the Montessori Training Center Northeast.

SATELLITE TRAINING FACILITIES

The location and address information for current satellite training centers is available online at https://mtcne.org/our-locations/.

MTCNE also collaborates with international organizations that desire to provide AMI training, consultation, and professional development to their communities. More information found at https://mtcne.org/satellite-services/.

FACULTY AND STAFF

MONTESSORI TRAINING CENTER NORTHEAST

- Faculty and Staff

STAFF OFFICE HOURS

DIRECTOR OF TRAINING

Office hours for the Director of Training are by appointment.

MTCNE STAFF

The MTCNE main office is open Monday through Friday 8-4 pm

Appointments can be scheduled with the Managing Director, Courtney Reim, via the Office Assistant.

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION

MTCNE holds accredited status for its Early Childhood and Elementary I-II Montessori teacher education certification course levels from the Montessori Accreditation Council for Teacher Education (MACTE). MTCNE does not hold accredited status for its Infant and Toddler or Adolescent Montessori teacher education certification course levels with MACTE.



MONTESSORI
Training Center Northeast

AMI DIPLOMA PROGRAMS

MTCNE MISSION STATEMENT

EQUITY, EXCELLENCE, AND SUCCESS FOR ALL THROUGH HIGH-QUALITY EDUCATIONAL SERVICES THAT PROMOTE THE PEDAGOGICAL PRINCIPLES OF DR. MARIA MONTESSORI AS AN ASSOCIATION MONTESSORI INTERNATIONALE (AMI) AFFILIATE.

CREC DIVERSITY, EQUITY, AND INCLUSION STATEMENT

CREC is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion. We commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.

DIPLOMA PROGRAM LEVELS & CALENDARS

MTCNE is an official affiliate of the Association Montessori Internationale (AMI) and offers AMI Teacher Training Diploma Programs at the Assistants to Infancy, Primary, Elementary, and Adolescent levels. Each program is designed to prepare educators with a deep understanding of Montessori principles, theory, and practice, equipping them to support children at key developmental stages. Programs are delivered in English and offered at the post-secondary level, with academic rigor and practicum components comparable to graduate-level professional preparation.

Students seeking to combine their AMI Montessori training with a university degree may pursue integrated undergraduate and graduate pathways through MTCNE's partnership with the University of Hartford. For more information on these degree programs, please visit www.hartford.edu/montessori.

To explore each AMI training level in greater detail—including program calendars and course-specific information—please refer to the links under each subheading below. Program calendars are listed online under the "Schedule" section of each offering.

For a full description of academic expectations and certification criteria, see the section titled Academic Standards and Certification Requirements by Course Level.

ASSISTANTS TO INFANCY (BIRTH - 3 YEARS)

- mtcne.org/infancy

PRIMARY (3 - 6 YEARS)

- mtcne.org/primary

ELEMENTARY (6 - 12 YEARS)

- mtcne.org/elementary

ADOLESCENT (12 - 18 YEARS)

- mtcne.org/adolescent

CENTER ADMINISTRATIVE POLICIES AND GUIDELINES

GENERAL CENTER RULES

The basic procedural requirements are given below. To be eligible for admission and readmission, be reported in good standing, and remain enrolled, each student must:

- Continually provide the Center with current local and home addresses and telephone numbers; respond promptly to all official communications; provide correctly all officially requested information; appear for appointments when required for administrative or instructional purposes.
- Notify the MTCNE Main Office of name changes and provide documentation to support this change by emailing mtcneinfo@crec.org or "Update Your Information" online at https://mtcne.org/alumni/.
- Comply with official requests of Center faculty and staff members, including authorized student employees; and obey regulations governing the use of all facilities.
- Pay on time all fees, penalties, and other debts owed to the Center; and return materials or other borrowed Center property when due and upon request.
- Be present on campus when necessary (e.g., required meetings, registration, examinations) to show a definite intention of doing academic work and pursuing a diploma and/or degree; and notify the D.O.T. of any planned absence during class sessions which is to last more than two days, to make clear that permanent withdrawal is not intended.
- Maintain a level of physical and emotional health which, in the judgment of appropriate clinical and administrative officials, permits membership in the Center's community and the performance of academic work without pronounced risk to the student's own health or the welfare of others.
- Complete a formal withdrawal procedure upon leaving the Center, unless dismissed, graduated, or granted a waiver due to inability to be present on the campus.
- A student may act as an official representative of the Center only with authority from the Managing Director or the D.O.T. Center endorsement of private endeavors may not be implied.
- No student may represent a commercial enterprise, advertise or conduct business, or attempt profitable fund-raising or sales of any type on campus except as part of an approved student organization activity. (EXCEPTIONS: Students may charge for typing, tutoring, and similar *educational* services rendered solely by themselves as individuals.) Student organizations may not sell, advertise, or raise funds in any way on or off campus without written permission from the D.O.T. and Managing Director. Non-profit political and charitable fund-raising must be similarly approved.
- Procedure for an administrative separation includes the opportunity for a hearing before the D.O.T. and an appeal to the Advisory Board (A.B.).
- Short of release, failure to meet financial or administrative obligations to the Center may result in withholding the privilege of registration for a subsequent term, or withholding an earned diploma and/or an academic transcript and the credits recorded therein, or both.

EMERGENCY CLOSURE

If there is an emergency delay or closure because of weather or other circumstance, it will be posted in Canvas, the course learning management system, via an Announcement.

EMPLOYMENT OPPORTUNITIES

Career expectations upon receiving the AMI diploma are bright in terms of availability of jobs, vacation time, and the opportunity for wider travel. Schools are growing both nationally and internationally, and they are constantly looking for qualified teachers with the excellent training that our Center provides. Please note that in some states and most foreign countries, there are additional requirements to qualify for a teaching position.

The Center does not provide guarantees of employment, salary, or occupational advancement. However, MTCNE does maintain job postings on its website as they are received, to support graduates in connecting with schools and organizations seeking Montessori-trained educators. Click here to view current job postings.

ETIQUETTE FOR VIRTUAL SESSIONS

Virtual sessions are an integral part of a blended training program, with online, synchronous (or in-person) attendance having equal importance. To ensure successful virtual sessions and to provide a respectful learning environment for all, students must abide by the following expectations:

- **Be on time** –The attendance policies for the program are in place for all virtual sessions, including AMI's 90% minimum attendance requirement. If you will be late or absent, please give notice before the session begins (refer to the general Attendance guidelines).
- **Be present** – This means more than just clicking "Join Meeting." Attend all virtual sessions in a way that enables you to view the screen and content presented, as well as pay attention with minimal distractions. You should not be moving (by foot or car) while in session.
- **Be focused** – It is very tempting to multitask while you are on your computer. Being distracted and missing information or an invitation to speak demonstrates disrespect to others and affects your own learning. Do not engage in surfing the internet, texting, social media or other distractions while in session.
- **Dress appropriately** – Dress as if you were in person at the Training Center.
- **Be aware of your background** – Participants can see more than you might think. Before joining a session, ensure you don't have anything inappropriate in your background. Find a location where other people (or pets) you may live/work with are not distracting in the background. Lastly, try not to have a window behind you; it makes it hard to see you.
- **Sit at a table or desk** – Your virtual meeting is the same as attending class.
- **Utilize the mute button** – Standard practice is to mute your mic unless you are talking. Just remember to unmute yourself when it is your turn to speak.
- **Use the chat** – Zoom includes a chat option while in a virtual meeting. This is a great place to ask clarifying questions without disrupting the meeting.
- **Be careful not to interrupt** – Use the zoom functions (chat, raise your hand, answer yes/not, etc.) to communicate.
- **Respect privacy** – Do not take screen shots, cell phone picture or otherwise record the meeting, your classmates or your instructor without express permission to do so. Do not share the zoom access information with others or enter under a different name.

IN AND ABOUT THE BUILDING

Dress and activity should be in accordance with a casual business atmosphere. There is no smoking allowed in any portion of any building and in only designated outdoor areas as signaled by signage

Please access the Training Center through the front door unless otherwise instructed. If the Center is located within a larger facility, i.e., The Atrium or a school building, please enter the building through the designated entrance(s) and check in with security personnel.

Telephones and printers/copiers in the Training Center are for staff use only.

Cell phones may not be used in the lecture or practice rooms. **Cell phones must be left outside of the lecture/practice rooms and either switched off or put on silent mode. Cell phones may be checked during break times.** We understand that emergencies do happen. Please feel free to provide personal contacts the MTCNE main office number, 860-232-1743, to use in an emergency and the Office Assistant will deliver the message. If you are located at Satellite Training Center location, please consult the Director of Training for instruction on how to handle such matters at the outset of the course.

The building management provides limited janitorial service for common areas in MTCNE training locations. The Center is responsible for maintaining the classroom environment, any student kitchens and or lounge(s), and lecture areas. Students are expected to participate in maintaining a clean, neat, and pleasant classroom environment, any student kitchen(s) and or lounge(s), and lecture areas at all times. **Students care for the materials and shelves in the Prepared Environment/Classroom as well as the common areas as a part of their training.**

Each campus has spaces available for students outside of the lecture space for eating lunches, relaxing, etc. This space should be kept clean on an on-going basis by those who use it. A refrigerator and microwave is available for the students' use at most training center facilities. Please mark all lunches clearly. All personal food items must be put away when you leave the Student Lounge area and removed from the refrigerator at the end of each week.

***Food or drink is not permitted in the Prepared Environment or Lecture Area at any time*.** Students may have water in a secure container at their tables during lecture sessions. We ask that socializing and casual conversations occur in the relaxed atmosphere of the Student Lounge. This is to preserve the working atmosphere of the Prepared Environment/Lecture Area.

Storage for personal items is provided. MTCNE is not responsible for lost or stolen items.

Every training center facility has accessible bathrooms for MTCNE students in training. The location of the bathrooms will be provided by location.

Additional items to take note of:

- Child care must be arranged for all children away from the Training Center.
- Pets are not permitted in the building.
- The Training Center is a "No Smoking" facility.
- Students are asked to enter and leave the building quietly.
- In order to maintain facility security, doors may not be propped open.
- The Atrium facility provides video surveillance 24 hours a day, 7 days a week.

INTERNET POLICY

Wireless internet access may be available periodically for student use before or after class, or during breaks/lunch. **Students are not permitted to use the Internet while attending a lecture or while participating in Supervised Practice**. This is discourteous to the lecturer, may be distracting to other students, and is in conflict with the success of your studies. **If a student is found to be using the Internet during these times, the lecture or practice will be considered an absence and recorded as such.**

MTCNE WIFI

Each training center location will have internet access and Wi-Fi capabilities at no cost to the students. Network IDs and Passwords are specific to each location.

LEARNING MANAGEMENT SYSTEM

The Training Center uses the Canvas platform for online course content management.

Students will be oriented to the Canvas platform prior to or during the first in-person session.

Students who encounter technical issues while using the Canvas platform should contact the Director of Training for support. In addition, please note that technical assistance is available to all Canvas users via "Help" which is found on the main menu (vertical green menu on the left-hand side of the interface). If technical issues persist, the student should contact the Main Office at mtcneinfo@crec.org for access to additional technical support.

MATERIALS AND RESOURCES INCLUDING LIBRARY

All materials, including papers, supplies, books, and equipment belonging to the Center are to remain in the Center at all times. Some paper supplies and material-making implements are available for material making purposes. Please be sure that any supplies you use are returned when you are finished and all areas used are left orderly for others.

MTCNE maintains a reference library in Bloomfield, CT. Please note all books are reference only and must be read on site.

STUDENT GRADE REPORTS AND TRANSCRIPTS

MTCNE adheres to accreditation and state requirements regarding the maintenance of student records. In accordance with the Montessori Accreditation Council for Teacher Education (MACTE) and the State of Connecticut, MTCNE retains student grade reports and transcripts for a minimum of 5 years following a student's graduation or withdrawal from the program.

Upon request, MTCNE will provide students with a pass/fail transcript that outlines their academic standing in the program. This transcript will reflect the successful completion of the AMI Diploma Program, including written and oral examination results, as well as other assessments that contribute to the overall program evaluation.

MTCNE will provide students with a certified pass/fail transcript for the AMI training upon request. Request a Pass/Fail Transcript.

TRANSCRIPTS FOR DEGREE PROGRAMS

Students who have completed one of the bachelor's degree programs with Montessori concentration at the University of Hartford must request a University transcript online through the University here.

Students eligible for admission into the University of Hartford's Master of Education with Montessori Concentration graduate program should submit the AMI Coursework Translation Request Form to request an enrollment verification and/or Montessori graduate transcript. The Training Center will cover the cost of the transcript/enrollment verification processing fees for MTCNE students and alumni.

VISITORS

We request that all visitors check in with the Center's Office Assistant upon arrival.

Family members and friends of students are welcome to visit the Center outside of class hours or during Open Houses. Please notify a staff member if you are planning to have a visitor. During classes and during supervised practice we ask that you do not invite family or friends to come into the Prepared Environment.

Local Administrators, whose schools participate in the teacher-training program, and persons holding AMI diplomas may audit classes on an appointment basis. Classroom Teachers and School Administrators that accept Practice Teachers or Observers from MTCNE are welcome to audit up to 3 sessions at no cost. All other audited sessions are charged at $50 per session rate.

COURSE POLICIES AND GUIDELINES

AMI MEMBERSHIP

For students training in the United States, AMI requires that students are AMI-USA members during each year of the course. **Graduation from the course is contingent upon this membership being maintained during the entire course.** The annual AMI-USA membership fee is currently $99 and is included in tuition billing.

For students at an international satellite location, AMI requires that students are AMI members during each year of the course. **Graduation from the course is contingent upon this membership being maintained during the entire course.** The annual AMI membership fee is currently 30 Euros and is included in tuition billing.

CRITERIA FOR ADMISSION

Acceptance into the Montessori Training Center Northeast is based on evaluation of the application packet and previous academic record, including but not limited to prior academic work, professional dispositions and conduct, attendance, and financial standing at MTCNE. The educational standard for the course is a bachelor's degree in any field with a minimum average G.P.A. of 3.0 or the participation in the University of Hartford bachelor's degree program with Montessori education. Exceptions for G.P.A. of less than 3.0 are considered on an individual basis. Successful candidates will demonstrate qualifications and suitability for successful participation in the course, including:

- Academic skills for success in a comprehensive and rigorous course of study
- Clear oral and written communication skills. For non-native English speakers, proficiency should be equivalent to a minimum TOEFL score of 550 (paper-based) or 79 (internet-based)
- Capacities for organization, time management and attention to detail
- Ability to collaborate within the community of the Center, its students and cooperating Montessori schools
- Commitment to alternative education
- The desire to support human development in positive and life-affirming directions

ADMISSION PROCESS & DECISIONS

Applications are considered active upon receipt of the online application, the application fee, and additional application materials. No action will be taken on an application for admission until all required materials and the application fee are received.

Standard admissions applications are evaluated by designated MTCNE administrative and pedagogical reviewers (such as the Director of Training or Managing Director). The evaluation of an application file typically takes three (3) to six (6) weeks to complete. Upon completion of the application evaluation, an admission decision letter will be emailed to the applicant.

All admissions decisions are made lawfully, ethically, and non-discriminatorily, prioritizing the academic integrity of the program and the applicant's potential for success in Montessori educator preparation.

RE-ENROLLMENT APPLICATION PROCESS

Former students requesting readmission—regardless of whether prior withdrawal was self-initiated, voluntary, administrative, or performance-related— must complete the standard application process, resolve any outstanding financial obligations, and may be required to submit additional materials.

- **Joint File Review:** Re-enrollment applications are evaluated on a case-by-case basis through a joint review by both the Director of Training and the Managing Director.
- **Use of Prior Information:** In evaluating a reenrollment application, MTCNE may consider records from the applicant's prior enrollment, including but not limited to historical records, faculty evaluations, conduct reports, and financial records from the applicant's previous period(s) of enrollment.
- **Decision Authority:** MTCNE reserves the right to:
    - Grant full re-enrollment;
    - Grant conditional re-enrollment subject to specific academic, financial, or professional conduct; or
    - Deny re-enrollment based on criteria for admission, applicant's prior history, and/or program capacity.

INTERNATIONAL STUDENTS STUDYING IN THE STATES

International students must ensure that they have all appropriate governmental permissions prior to arrival. MTCNE has been approved for trainee visa status by the United States Department of Immigration. Requirements include: Proficiency in English as determined by MTCNE, financial documentation demonstrating the ability to pay tuition and living expenses and a valid passport. For more information and a complete list of requirements visit www.ice.gov/sevis, the official website of US Immigration and Customs Enforcement. All courses are conducted in English unless otherwise specified. Any costs associated with the acquisition of a Visa are the financial responsibility of the student. In addition, MTCNE charges $300 per student per course to maintain I-20 requirements.

Students may not leave the country during the length of the course without a signature by the Designated School Official (DSO). Students should notify the MTCNE main office at least 7 business days prior to departing the country, except for an emergency. Students that exit the country without a signature may be forfeiting their F-1 status.

Students with any questions regarding their F-1 Visa should contact the PDSO, Dr. Courtney Reim at creim@crec.org.

LEARNER IDENTITY VERIFICATION FOR ONLINE AND BLENDED COURSES

This policy ensures that the individual who registers for an MTCNE online or blended-delivery course is the same individual who participates in and completes the course and who receives the academic credit and credential. MTCNE upholds the integrity of its programs through a multi-layered approach to identity verification and learner authentication.

This policy applies to all adult learners enrolled in AMI diploma and certificate courses offered fully or partially online through MTCNE.

MTCNE is committed to verifying the identity of all adult learners at key stages of the educational process, from application to credential issuance, using secure and reliable methods. The following measures are in place to ensure learner identity and academic integrity:

1. Application and Enrollment Verification

- All adult learners must complete a formal application, including academic transcripts, a personal statement, and other identifying documentation.
- MTCNE staff review and verify all application materials prior to admission.
- Admitted learners are required to participate in a mandatory orientation prior to the start of the course.

2. Secure Login and Technology Use

- Each enrolled learner receives a unique user ID and password for accessing MTCNE's secure online learning platform (e.g., Canvas).
- These credentials are used to record attendance, monitor engagement, and track assignment submissions.
- Learners are required to maintain the confidentiality of their login information and are prohibited from sharing access with others.

3. Live Instruction and Attendance Verification

- All blended courses include synchronous live sessions, either online or in person, during which attendance is recorded.
- Instructors verify presence through visual identification (camera use when required) and active participation in discussions.
- Attendance records are maintained and monitored throughout the course.

4. Ongoing Engagement and Instructor Familiarity

- Learners complete regular coursework including written assignments, video submissions, practicum documentation, and live presentations.
- Instructors become familiar with each learner's communication style, work quality, and participation patterns, enabling informal but continuous identity verification.

5. In-Person Assessment and Credential Issuance

- Final AMI diploma examinations (written and oral) must be completed in person.
- No credential is issued unless all academic, practicum, and examination requirements are fulfilled by the learner.
- Diplomas and certificates are granted only to the individual originally enrolled in the course.

Any attempt to misrepresent identity, falsify credentials, or engage in academic dishonesty may result in disciplinary action, up to and including removal from the program and revocation of any credential conferred.

REGISTRATION

An MTCNE applicant is considered *registered/enrolled* if all CREC MTCNE administrative procedures are concluded (e.g., application file complete, acceptance issued, tuition contract signed and returned, course deposit paid). In partnership models, a satellite partner may support applicant recruitment, local coordination, and facilitation of documentation; however, official registration (enrollment) is confirmed and maintained solely by CREC MTCNE.

Registration (a.k.a. enrollment) is maintained by on-schedule payment of tuition/fees, and adherence to all policies and procedures of the course, as outlined in this handbook.

University of Hartford students must register for Montessori courses according to the University registration process. Registration holds may affect a student's program plan.

In this document, the word *student* applies only to applicants who are currently registered.

REGISTRATION WITH CONDITIONAL ACCEPTANCE

If an applicant has been accepted subject to stated conditions and has subsequently been registered, all terms of the conditional acceptance must be met during the course as scheduled. If conditions are not met on schedule, the student will be placed on academic probation and/or dismissed.

TUITION & FEES

PAYMENT OVERVIEW

Tuition and student fees are invoiced at the outset of the program. Students have the option to either pay in full before the program commences or adhere to the payment schedule offered by MTCNE for added flexibility and convenience.

Tuition and fees can be paid in person using cash or check, or online via the **CREC Customer Self-Service (CSS)** payment portal. Please note that online payments are subject to a service fee.

University of Hartford students must pay tuition and student fees directly to the University, and University of Hartford policies will apply.

VA EDUCATIONAL BENEFITS COMPLIANCE

In accordance with **Title 38, U.S. Code § 3679(e)**, MTCNE ensures that no penalties, late fees, denial of access to classes, libraries, or other institutional facilities, or the requirement to borrow additional funds will be imposed on any student using VA education benefits due to delayed disbursement of funding from the U.S. Department of Veterans Affairs under the Post-9/11 GI Bill® (Chapter 33).

Covered individuals may attend or participate in their program upon submitting a **Certificate of Eligibility (COE)** or **Statement of Benefits**. This protection remains in effect until the earlier of:

- The date on which VA payment is received by MTCNE, or
- 90 days after the institution certifies tuition and fees following receipt of the COE.

MTCNE is committed to supporting veterans and their eligible dependents in pursuing quality Montessori teacher education without disruption or financial hardship due to delays in VA payments.

FINANCIAL AID POLICY

MTCNE does not offer institutional financial aid beyond externally funded scholarships and approved Veterans Affairs (VA) educational benefits.

Students who are eligible to receive VA educational benefits must coordinate directly with the Managing Director to ensure proper processing and compliance with VA requirements. Enrollment, billing, and course participation are contingent on timely and accurate coordination of these benefits.

Students who have been awarded a scholarship from an external organization or sponsoring entity must ensure that all award documentation is submitted to the MTCNE office. This documentation is required to apply the award to the student's tuition balance and financial record.

Please note: No additional financial aid is administered by MTCNE beyond the coordination of approved scholarships and VA benefits.

FINANCIAL DELINQUENCY POLICY

Students who fail to meet their tuition and fee obligations by the deadlines outlined in their tuition contract may face exclusion from classes, lectures, supervised practice, examinations, and graduation until payment is received. This exclusion may also result in additional fees as specified in the **Course Extension Tuition Policy**. Students with outstanding balances will not receive transcripts or diplomas.

If an account becomes delinquent, students are encouraged to contact the MTCNE Managing Director promptly to explore available payment options. A monthly default charge of 1.5% will be applied to any unpaid balance until all fees are cleared.

Should it become necessary to engage a collection agency or attorney to recover unpaid balances, the student will be responsible for an additional 15% collection fee on the principal balance, as well as attorney fees, reasonable expenses, and other costs, to the fullest extent permitted by Connecticut law.

WITHDRAWAL PERIOD AND REFUNDS

A student has the option to withdraw from the program at any time (refer to **Withdrawal**). However, there is a limited period during which a student may withdraw from the program and receive a financial adjustment.

MTCNE assumes various contractual obligations for instruction and other services associated with program delivery. Therefore, once the withdrawal period for financial adjustment has **passed**, students remain responsible for the **full program tuition and applicable student fees**.

MTCNE uses the date the student notifies MTCNE in writing as the official date to process a financial adjustment (refer to **Withdrawal**). Non-attendance during the official withdrawal period does not constitute a withdrawal. No refund of any tuition or student fees will be issued if a student is suspended, dismissed, or leaves the MTCNE program without formally withdrawing.

A financial adjustment for tuition and student fees is issued in accordance with the table below. The withdrawal periods below are calculated based on **calendar days from the program start date**, not class or instructional days. All withdrawal periods are calculated using calendar days, including weekends and holidays.

Diploma Programs Withdrawal Period	Financial Adjustment*
Withdrawal prior to program commencement	100%
Withdrawal within the first 7 days following the program start date	90%
Withdrawal during calendar days 8-30 of the program	50%
Withdrawal after the first 30 days of the program start date	0%

*The **application fee and enrollment deposit are non-refundable** and not included in the financial adjustment.

If MTCNE discontinues instruction in any program after training of students has begun, students enrolled in the discontinued program are entitled to a pro rata refund of all tuition paid.

If a student withdraws, elects to defer, or requests a transfer after the withdrawal period for financial adjustment has ended, tuition remains due according to the terms of the signed tuition contract. In cases where the withdrawal, deferral, or transfer is due to medical circumstances, pregnancy, relocation, personal or family circumstances, or employment changes, the student may submit a written appeal to the Managing Director for consideration.

Approval of such appeals is not automatic. At the discretion of the Managing Director, a student may be granted up to a 10% reduction of the total tuition due, as outlined in the signed tuition contract. The decision to grant the 10% reduction will be determined based on the circumstances presented and the student's status in the program at the time of withdrawal, deferral, or transfer.

REFUND CALCULATION POLICY

- The official withdrawal date is the **date written notification is received by MTCNE**.
- **Non-attendance does not constitute withdrawal.**
- Refunds are calculated based on the **official withdrawal date and the published withdrawal schedule above**.
- Students who are **suspended, dismissed, or who leave the program without formally withdrawing are not eligible for refunds**.
- Financial obligations remaining after withdrawal are governed by the **signed tuition contract**.

REFUND SETTLEMENT

A student is entitled to a refund based on the Withdrawal Period and Refunds policy. A student seeking a refund for a credit balance must email the request to CREC Business Services Customer Requests at customer.req@crec.org or send the request via mail to Attention: Customer Requests, Business Services, CREC (Capitol Region Education Council), 111 Charter Oak Avenue, Hartford, CT 06106. The request for a refund of the tuition credit should reference the student's customer number and invoice number. Refund settlements are processed once a month. Students should expect to receive refunds within 6 to 8 weeks of an approved request.

STUDENT HANDBOOK ACKNOWLEDGEMENT AND AMI CERTIFICATION REQUIREMENTS

As an Association Montessori Internationale (AMI) affiliated training center, MTCNE requires all adult learners to review and sign the AMI Requirements for Certification at the beginning of every course. These requirements outline the essential standards each student must meet to be eligible for the AMI diploma.

If the Director of Training for an AMI course has established additional eligibility criteria beyond the standard attendance requirements set by AMI for participation in the final oral examinations, these course-specific requirements will be detailed in Canvas alongside the AMI Certification Requirements.

To ensure that all learners have reviewed and understood these expectations, MTCNE provides a Student Handbook Acknowledgement assignment in Canvas. This digital acknowledgment must be completed by each student within one week of the course start date. Completion of this assignment is a required component of the course and confirms that the student has reviewed the policies, procedures, and certification requirements set forth by both AMI and MTCNE.

CLOCK HOURS POLICY FOR AMI DIPLOMA PROGRAM

The Training Center adheres to clearly defined instructional time requirements, commonly referred to as clock hours, for all AMI diploma programs. Clock hours represent the total instructional time a learner is expected to be engaged in course activities, including in-person and online instruction, supervised practice, observation, practicum, and other required academic components.

All AMI diploma courses offered by MTCNE are designed to meet the minimum instructional hours required by the Association Montessori Internationale (AMI) and are the IT, EC and EL I-II levels are aligned with the standards established by the Montessori Accreditation Council for Teacher Education (MACTE). These requirements ensure that each course maintains the rigor, depth, and consistency necessary for national and international recognition of the credential.

DEFINITION OF A CLOCK HOUR

A clock hour is defined as 60 minutes of instructional time, which may include live instruction, structured practicum hours, supervised assignments, and observation.

MINIMUM CLOCK HOURS FOR AMI DIPLOMA COURSES

Each AMI diploma course is designed to meet or exceed the minimum number of instructional hours required by the Association Montessori Internationale (AMI). The typical clock hour expectations are as follows:

Program Level	Minimum Clock Hours*
Assistants to Infancy (0–3) or Infant/Toddler	~630 hours
Primary (3–6) or Early Childhood	~600 hours
Elementary (6–12) or Elementary I-II	~1,200 hours
Adolescent (12–18)	~860 hours

*Exact totals may vary depending on course format (e.g., blended delivery, summer-intensive) and AMI updates.

CLOCK HOUR COMPONENTS

Clock hours include the following course elements:

- Academic Lectures
- Supervised Practice with Materials
- Observation and Teaching Practice
- Assigned Readings and Written Work
- Online Modules (for blended or hybrid formats)
- Oral and Written Examinations

ATTENDANCE AND PARTICIPATION

Because AMI training programs are clock-hour based, regular attendance and active participation are essential. Missed instructional time may impact a learner's ability to meet the required clock hours for diploma eligibility and may require approved make-up work.

RECORDKEEPING AND VERIFICATION

MTCNE maintains accurate records of each learner's clock hours through attendance logs, participation tracking (including online learning platforms), and practicum documentation. Learners are encouraged to maintain their own records of attendance and completed coursework.

GRADING POLICY FOR AMI DIPLOMA PROGRAM

The AMI Diploma Program primarily operates on a pass/fail grading system. However, the written and oral examinations are scored on a scale of 100, with the following criteria for passing:

- 50 or higher = Passing
- Below 50 = Not Passing

Beyond the written and oral examinations, all other evaluations, including assignments, practical assessments, and participation, are graded on a pass/fail basis. To successfully complete the program, students must meet the following criteria:

1. **Pass/Fail Evaluation:**

The majority of the program is graded on a pass/fail basis. A "Pass" is awarded when a student meets the program's academic and practical requirements, demonstrating a clear understanding and application of Montessori principles and practices.

2. **Attendance Requirements:**
    - **Minimum Attendance:** Students are required to attend at least 90% of the scheduled program hours to be eligible for a passing grade.
    - **Absences:** Any absence must be reported in advance to the Program Director. In the case of an absence, students may be required to make up missed work or attend additional sessions to fulfill the attendance requirements.
    - **Make-Up Work:** In instances of unavoidable absence, the student is responsible for catching up on missed content through alternative assignments, as determined by the instructor.
3. **Assessment Criteria:**
   Students will be evaluated on their completion of assignments (including but not limited to curriculum albums, material making, and fieldwork placements), as well as the oral and written examinations. These assessments are considered practical evaluations of the student's understanding and application of Montessori theory and practice. All work must be submitted by the assigned deadlines for review.
4. **Failure to Meet Requirements:**
    - If a student does not meet the attendance or academic standards required for a "Pass," they may be given the opportunity to make improvements and re-submit their work or attend additional sessions, as agreed upon with the instructor.
    - In cases where a student does not meet the program's requirements after additional efforts, a "Fail" grade will be issued.

   Note: Students enrolled through the University of Hartford as part of a degree-granting pathway will also be subject to the University's grading policies, in addition to the AMI diploma requirements outlined above.

ATTENDANCE

Attendance is measured in clock hours. The AMI Course Agreement specifies a 90% minimum attendance requirement for Student Engagement and 100% minimum requirement for Supervised/Guided Practice hours, and 100% required attendance for both Observation and Teaching Practice in Montessori Environments.

- Training Activities of the program subject to the 90% attendance requirement for Student Engagement are theory lectures, demonstrations of materials in each area, discussions/reviews as organized by the training course, and any required reading seminars on Montessori books as stipulated by the training course. However, since course activities are visual and manipulative, the student should note that anything less than 100% attendance will be detrimental to their understanding and progress.
- Supervised/Guided Practice is factored into the course schedule and a 100% attendance of the minimum required hours are required. If you have an absence during a period of time when Supervised/Guided Practice is scheduled, it is up to the student to contact the Director of Training to ensure the minimum hours required by AMI are being met.
- In addition, 100% of the minimum required attendance is necessary for both Observation and Teaching Practice in Montessori Environments and the Director of Training will schedule this fieldwork for students to complete. It is the student's responsibility to complete the fieldwork assignments as scheduled. If an

absence is necessary**,** it is the student's responsibility to alert the Director of Training to ensure the minimum attendance requirements as set by AMI are met.

Attendance records are kept for all sessions. Attendance is taken promptly at the beginning of each session. It is not uncommon for the Director of Training to have an attendance log which requires students to sign in and out. If the Director of Training is using the Rollcall function in the learning management system, Canvas, the records are visible to students at all time. Absences at the end of a session are also noted. Student-maintained attendance records (e.g., Supervised Practice) are confirmed and initialed by training center staff. The percentage of attendance for each activity is calculated on the basis of the total number of scheduled minutes. Attendance at each of these activities is cumulative and individually calculated. For example, a student cannot substitute excess hours of observations for some of the required hours of practice teaching.

If you arrive late, you will be marked as tardy. If you are ill or cannot attend a class as scheduled, please email the Director of Training. This is especially important when you are completing any portion of the fieldwork placement: i.e., observing or practice teaching in a Montessori environment.

The absent student is responsible for getting missed notes from classmates and handouts from staff. If an absence results in a student missing a submission deadline, the student must contact the Director of Training to discuss options available to complete the assigned work. If late work extends past the beginning of Oral Exams, the student may petition the Director of Training for an extension up to one full academic year to complete the work and qualify for the AMI diploma (see: Course Extension Tuition Policy).

Students are advised to make a personal decision regarding any necessary absence and should keep track of any absence/late arrival/early departure so as not to fall below the required minimum attendance in each area.

Students sitting for oral examinations are also required to be in residence during the entire period of the oral examinations (even if the student is examined before the last day). The exact date of the end of the oral examination period is set by AMI and will be announced as soon as it has been determined.

POLICY FOR ENTRY INTO THE PRACTICUM/STUDENT TEACHING EXPERIENCE

Participation in the practicum (also referred to as *student teaching*) is a critical component of the AMI Montessori teacher training course and is required for diploma eligibility. Entry into the practicum is contingent upon the following criteria being met by each student:

ACADEMIC PREREQUISITES

- Successful completion of all required theory coursework as outlined in the course syllabus.
- Submission of key assignments, including:
    - A minimum of 85% of required albums (with acceptable progress and feedback from the course instructor).
    - All initial observation reports completed during the observation phase.
- Active participation in supervised practical sessions, with attendance meeting or exceeding the 90% minimum requirement.
- Demonstration of readiness and professionalism as assessed by the training staff.

ADMINISTRATIVE AND FINANCIAL REQUIREMENTS

- Full compliance with the MTCNE Attendance and Participation Policy.
- Tuition and fees paid in full or in accordance with an approved payment plan.
- Submission of any required practicum forms (including signed agreements between student, training center, and practicum site).
- For students seeking a self-arranged practicum site, the site must be approved by the Director of Training in advance.

PRACTICUM PLACEMENT

- Practicum placements will be coordinated by the Director of Training or a designated practicum coordinator.
- Students will be matched with an approved AMI-trained supervising guide in an approved Montessori environment appropriate to the course level (Nido/Infant Community, Primary, Elementary, etc.).
- Any changes to placement must be requested in writing and approved by the Director of Training.

COMMUNICATION OF ELIGIBILITY

Students will be notified of their eligibility to enter the practicum experience no later than **two weeks prior to the scheduled start date** of the practicum. In cases where eligibility has not been met, a formal plan of action will be developed with the student to address deficiencies, and the practicum may be deferred.

STUDENT PROGRESS

At least one progress conference is held with the student during the course. The student, the Director of Training, or another member of the staff may request a conference at any other time during the year.

LETTERS OF GOOD STANDING

Letters of good standing will be issued upon the written request of a student. Such letters will only be issued for students whose work is completely up to date.

Personal references are not issued while the student is enrolled in the course.

WITHDRAWAL FROM THE PROGRAM

Students who elect to withdraw from the course must submit an official letter of withdrawal to the Director of Training. Tuition credit will be issued in accordance with the Withdrawal Period and Refunds policy.

The official date of withdrawal shall be the earlier of:

(1) the student's last date of recorded attendance, or
(2) the date MTCNE receives written notice of the student's intent to withdraw.

The official withdrawal date will be determined in the following circumstances:

- When MTCNE receives written notice of the student's intention to withdraw from the training program.
- When a student is terminated for violation of a published policy of CREC, MTCNE, or the student's assigned Fieldwork placement site, where such policy provides for termination.
- After the initial withdrawal period, when a student fails to attend scheduled classes for fifteen (15) consecutive calendar days without notifying MTCNE.

Registered students who formally withdraw are entitled to an official letter confirming registration in the course from the beginning date of the course to the date of the letter of withdrawal.

Students who withdraw and subsequently wish to resume studies must submit a new application.

DEFERRAL FROM A COURSE (WITHDRAWAL WITH INTENT TO CONTINUE AT A LATER DATE)

A **deferral** is defined as a student's voluntary withdrawal from a current course with the intention of continuing the same level of training in a future course offering delivered by MTCNE. A student must be in good standing to be eligible for a program deferral.

Students requesting a deferral must submit a **written request to the Director of Training** indicating their intention to withdraw from the current course and request placement in a future offering of the same level. Deferral requests are reviewed on a **case-by-case basis**, and approval is granted at the discretion of the Director of Training.

For administrative purposes, a deferral is processed as a **withdrawal from the current course**, and the official withdrawal date will be determined according to the Withdrawal policy described above.

FINANCIAL TERMS OF DEFERRAL

Financial adjustments related to deferral are governed by the Withdrawal Period and Refunds policy.

- If a student withdraws during the withdrawal period, tuition adjustments will be issued according to the withdrawal schedule.
- If a student requests deferral **after the withdrawal period has ended**, tuition remains due according to the terms of the **signed tuition contract**.

Students who are granted a deferral to a future MTCNE course offering of the same level may do so one time only. In such cases, MTCNE will issue a single tuition contract amendment establishing prorated tuition for the remaining course components required to complete the program in the future course offering.

RESUMING STUDIES AFTER DEFERRAL

Students who defer and wish to continue their training at a later date must:

- **Sign the tuition contract amendment no later than one month prior** to the start date of the future MTCNE course offering.
- Meet any **academic or administrative conditions** established by the Director of Training.

- Complete any required coursework, observations, or practicum components necessary to meet **AMI diploma requirements**.

Placement in a future course offering is **subject to program availability and approval by the Director of Training**.

A deferral **may be granted only once during a student's enrollment in a diploma program**, except in extraordinary circumstances approved by the Director of Training.

PROGRAM TRANSFERS

A student must be in **good academic and professional standing** to be eligible for a program transfer. All transfer requests are reviewed **on a case-by-case basis**.

Students wishing to transfer to another **AMI training course at the same level** must first obtain approval from the **Director of Training at MTCNE**. Upon approval, the Director will initiate the transfer process with **Association Montessori Internationale (AMI)** and coordinate with the receiving training center.

The **Director of Training at the receiving course** will evaluate the student's academic progress and determine the conditions under which the student may enter the receiving program.

MTCNE charges a **non-refundable administrative fee of $150** to process transfer documentation.

TRANSFER DOCUMENTATION AND ACADEMIC STATUS

Students should note the following:

- MTCNE may forward transcripts, applications, and supporting documentation to the receiving training center upon request.
- Students are responsible for providing any additional documentation required by the receiving training center.
- MTCNE does not grant partial academic credit for incomplete coursework. When a student transfers to another training center, any determination regarding the acceptance of completed coursework or eligibility for transfer credit is made solely by the receiving training center based on its own academic evaluation.
- The AMI Diploma is awarded only upon successful completion of all course requirements at the receiving training center.

TUITION AND FINANCIAL RESPONSIBILITIES

Students transferring to another training center should be aware that the financial terms associated with withdrawal from the current MTCNE course are governed by the **Withdrawal Period and Refunds** policy.

Students should note that:

- The receiving training center will determine and communicate any prorated tuition and fees due at the time of transfer.
- Tuition paid to MTCNE does not transfer to another training center, and students are responsible for making separate tuition arrangements with the receiving institution in accordance with that center's policies.

STUDENT SUPPORT

MTCNE Directors of Training and Staff are available to meet individually with students at any time upon request. Additional academic support can be provided on an individual basis as needed and identified by the student and/or the Director of Training . Request for such support can be initiated by MTCNE Staff or the student.

The **student-instructor ratio** for students preparing to work with children birth to 6 years is 1:15 and for students preparing to work with children ages 6-12 years is 1:12.

If a student requires accommodation, the request should be provided to the Training Center and Director of Training prior to the start of the course or at any point thereafter when an emergent circumstance arises. The Training Center will require the student to provide professional documentation to support any requested accommodations.

Students experiencing any emotional or social difficulties can be referred to the CREC Support Center for outside counseling or other support services. Go to the CREC Support Center at http://www.crec.org/services.php for further information and contacts.

NOTE: If a student is registered for the Montessori training as an undergraduate student at the University of Hartford and requires accommodation, the student should contact the University of Hartford Access-Ability Services Office at 860.768.4312, campus location: Auerbach Hall, room 209.

FINAL EVALUATION AND AMI DIPLOMA

All AMI diplomas state that the holder "has studied the principles and practice of the Montessori method for children" for the ages specified on the diploma and has "passed the written and oral examinations."

By itself, the diploma does not automatically qualify the holder to teach. The county/state/country in which the holder wishes to work may have additional teaching requirements which must be fulfilled. Many states within the United States of America, for example, may have different requirements for teaching certification. Public schools in the United States generally require their teachers to hold public school teaching certification for the grades in which the individual plans to teach. Students of this AMI training course are therefore advised to ascertain the requirements that apply in the area(s) in which they plan to teach. They should make separate provision to obtain the certifications and qualifications required for them to do so.

Students should also note that all AMI diplomas state that the diploma does not qualify the holder of such diploma to train others.

Note that the diploma and transcripts will not be issued unless the diploma has been conferred, all administrative papers are in order, and financial obligations have been met.

While the Center and its staff is sensitive to special circumstances which affect a student's ability to satisfy all course requirements on time, it is the responsibility of the Director of Training to maintain and enforce procedures designed to support the meeting of major course objectives by all students.

Special circumstances may cause students to achieve their goal of obtaining an AMI diploma over a period longer than the opening and end dates of the course for which they enroll. The length of time permitted is subject to regulations set down by the Association Montessori Internationale for the awarding of its diplomas.

The Director of Training and staff of the Center will endeavor to support students having special circumstances. However, such students must accept that some special circumstances will ultimately prevent them from obtaining an AMI diploma.

ACADEMIC STANDARDS AND CERTIFICATION REQUIREMENTS BY COURSE LEVEL

Montessori teacher training is an intensive, adult-centered learning experience rooted in academic rigor, practical preparation, and deep personal engagement. **Admission to a course does not guarantee certification.** All students must meet the following minimum requirements for eligibility and certification. The Director of Training at MTCNE may establish additional criteria in alignment with AMI standards. Any such additional requirements will be communicated during course orientation and/or during the first week of training, when students are assigned the task of formally agreeing to the course requirements as set forth by AMI and MTCNE (see Student Handbook Acknowledgment and AMI Certification Requirements).

ASSISTANTS TO INFANCY (0–3)

Eligibility for Final Examinations:
Students must meet the following minimum requirements to be eligible to sit for the final written and oral examinations:

- **90% minimum attendance** in each of the following:
  - Theory lectures
  - Demonstrations of materials in each area
  - Group discussions and course-organized reviews
  - Required reading seminars on Montessori texts
- **Minimum 60 hours** of supervised practical sessions
- For blended-format courses: Attendance at all designated **in-person components** at the host Training Centre is mandatory. Any missed in-person components must be completed **within 12 months** of the course end date.

Certification Requirements:
To receive the AMI Diploma, students must:

1. Achieve a **passing mark** in both written examinations (Papers A & B) and the oral examination
2. Successfully complete and submit:
   - Acceptable and original **albums** in all curriculum areas
   - Required **materials**, as designated by the course
   - All required **observation hours and reports**
   - All scheduled **teaching practice** in a Nido/Infant Community setting

PRIMARY (3-6)

Eligibility for Final Examinations:
Students must meet the following minimum requirements to be eligible to sit for the final written and oral examinations:

- **90% minimum attendance** in each of the following:

  - Theory lectures
  - Demonstrations of materials in each area
  - Group discussions and course-organized reviews
  - Required reading seminars on Montessori texts
- **Minimum 140 hours** of supervised practical sessions
- For blended-format courses: Attendance at all designated **in-person components** at the host Training Centre is mandatory. Any missed in-person components must be completed **within 12 months** of the course end date.

Certification Requirements:
To receive the AMI Diploma, students must:

3. Achieve a **passing mark** in both written examinations (Papers A & B) and the oral examination
4. Successfully complete and submit:
   - Acceptable and original **albums** in all curriculum areas
   - Required **materials**, as designated by the course
   - All required **observation hours and reports**
   - All scheduled **teaching practice assignments**

ELEMENTARY (6-12)

Eligibility for Final Examinations:
Students must meet the following minimum requirements to be eligible to sit for the final written and oral examinations:

- **90% minimum attendance** in each of the following:
  - Theory lectures
  - Demonstrations of materials in each area
  - Group discussions and course-organized reviews
  - Required reading seminars on Montessori texts
- **Minimum 140 hours** of supervised practical sessions
- For blended-format courses: Attendance at all designated **in-person components** at the host Training Centre is mandatory. Any missed in-person components must be completed **within 12 months** of the course end date.

Certification Requirements:
To receive the AMI Diploma, students must:

5. Achieve a **passing mark** in both written examinations (Papers A & B1/B2) and the oral examination
6. Successfully complete and submit:
   - Acceptable and original **albums** in all curriculum areas
   - Required **materials**, as designated by the course
   - All required **observation hours and reports**
   - All scheduled **teaching practice assignments**

DIPLOMA CONFERRED

All required course components are reviewed as to completion by the Board of Examiners at the time of oral examinations.

After the student has met the standard in the written and the oral examinations, has completed all other required course components, and has met administrative and financial obligations, the student is passed and issued a diploma.

Upon the written request of the student, course results will be transferred to an official transcript and issued by the training center. Transcripts are available only for students who have been awarded a diploma and have paid all course tuition and fees as scheduled.

DIPLOMA WITHHELD

A student's diploma will be withheld if the student has all albums passed and has met the standard in written and oral examinations but has not completed one or more of the other required course components.

The student must complete these outstanding course components within the deferral time as specified in the signed deferral document. Work must be submitted by the date determined by the Director of Training following the AMI guidelines and provided in writing to the student, in order to complete the evaluation by the deadline.

If all course components are not completed by the deadline, the student receives a *fail*. Students who have received such a *fail*, yet who wish to continue studies toward a diploma, must reapply.

DIPLOMA DEFERRED

If the student completes all course requirements but fails to meet the standard in some portion of the written or the oral examinations, the student will be allowed to take the failed portion in the next course given at the training center, provided at least six months have elapsed from the last day of the oral examinations of the course to the first day of the written or oral examination of the next course.

The date and timing of a repeat written or oral examination is set by the Director of Training in consultation with the AMI and is determined in part by the need to give the student ample time to study.

The written or oral examination in question may only be taken twice for successful completion of the particular course. The student will receive a *fail* if the written or oral examination is not passed the second time. Students who have received such a *fail*, yet who wish to continue studies toward a diploma must reapply.

Students whose diploma has been deferred and who have not completed one or more other course components are also subject to the guidelines for a student whose diploma has been withheld.

FAILED

Students who fail to meet the standard in both written and oral examinations are required to reapply as a new applicant and repeat the entire course, including all course components. In such a case, the student does not have the right to re-sit the written and oral examinations a second time.

DISMISSED

Students may be dismissed from the course for medical, psychological, academic, or other cogent reasons. Dismissal policy is included in the *Student Discipline Process* section of this Handbook.

If a student is dismissed, refunds will be made in accordance with the Refund Policy. A copy of the Refund Policy is included in this Handbook.

COURSE EXTENSION POLICY & ASSOCIATED FEES

Students may petition the Director of Training for a course extension to complete program requirements beyond the originally scheduled dates. To initiate this process, the student must formally request the AMI Extension Petition Form from the Training Center. Once received, the student must complete the form and return it to the Director of Training, who will review the request in relation to the nature and extent of the outstanding requirements.

If the petition is approved, the Director of Training will issue an official Extension Agreement detailing the terms, including completion deadlines and all applicable fees. This agreement must be signed by the student, the Director of Training, and the Managing Director. The Director of Training may grant an extension for up to one (1) year (12 months) from the original course end date.

Should a student be unable to fulfill the terms of the extension within the approved timeframe due to extraordinary circumstances, they may submit one (1) final petition. In such cases, the Director of Training must seek approval directly from AMI for additional time to complete the remaining requirements. The student will be responsible for any additional fees associated with a second approved extension.

However, approval of any extension is not guaranteed. It remains the student's responsibility to complete all program requirements in accordance with AMI standards.

There are several types of extensions, each with specific criteria and associated fees:

FULL COURSE EXTENSION

For students required to retake the entirety of the course due to substantial incomplete work or the need to solidify core principles. These students must pay the full tuition for the course.

EXTENSION FOR FINISHING INCOMPLETE WORK W/ ATTENDANCE OR PARTICIPATION IN CLASS REQUIRED

This extension applies when the student needs to complete certain AMI coursework and must attend lectures, participate in supervised practice, and/or fulfill observation and practice teaching requirements. Tuition will be prorated based on the portion of the course to be completed, plus a general late fee of $350.

EXTENSION FOR FINISHING INCOMPLETE WORK W/ ATTENDANCE OR PARTICIPATION NOT REQUIRED

This applies to students who must complete album work (initial submissions or corrections) and/or material-making. While this still requires staff support, it does not occupy space in active class sessions. A general late fee of

$350 will be charged, plus $50 per album or set of materials (including theory, subject albums, observation, and practice teaching binders) reviewed after the original course end date.

DELAY OR RETAKING OF THE WRITTEN OR ORAL EXAMINATIONS

Students who have completed all coursework but must still take or retake portions of the Written or Oral Examinations may petition for this type of extension. Examinations must be completed within 12 months of the original course end date. A $350 late fee and a $250 examination fee will be charged for students taking or retaking the Written or Oral Examinations at the Training Center.

If the Training Center does not have examinations scheduled within the timeframe of an approved extension, the Director of Training will assist the student in arranging to take the examinations at another AMI training center. In such cases, students are typically required to join the cohort at the host center for a designated period prior to the exams for review and preparation. Students are responsible for all travel costs and any fees imposed by the host training center, in addition to the $350 late fee.

A student may fall into more than one category depending upon individual situations.

DISMISSAL

No extensions will be granted to students who have been formally dismissed from the program. Dismissal constitutes a termination of enrollment and results in the non-award of the AMI diploma.

GENERAL POLICIES AND PROCESSES

ACADEMIC INTEGRITY POLICY

Students accept and are expected to adhere to the following Academic Integrity Policy throughout the course.

Students must not allow others to do the work of the course for them. Excluded from this is typing of final copy or work which is generally construed to be mechanical. However, students are responsible for verifying that any such work meets the acceptable standard of the course or making the necessary corrections.

Academic dishonesty jeopardizes the quality of the course and depreciates the genuine achievements of others. Any of the following acts are considered to be acts of academic dishonesty:

- Plagiarism: Students may not intentionally or knowingly represent the words or ideas of another as their own work. Therefore, all textual material turned in by the student must represent the personal work of the student.
- Cheating: In any examination external assistance (e.g., books, notes, communication with others) is not allowed unless specifically authorized.
- Fabrication: Students may not falsify sources of information. This includes misrepresentation qualifications/experience etc. when applying to the course, misrepresentation of attendance at lectures, the preparation of album work including transfer in electronic form, attendance at practice sessions, observation, or practice teaching sites, and the preparation of course materials except those of a mechanical nature.
- Facilitating academic dishonesty: Students may not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.
- Misrepresentation of attendance at lectures, the preparation of album work including transfer in electronic form, attendance at practice sessions, observation, or practice teaching sites, and the preparation of course materials except those of a mechanical nature.
- Facilitating academic dishonesty: Students may not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.

CONFIDENTIALITY AND ACCESSIBILITY OF FILES

The Montessori Training Center Northeast maintains student records throughout the context of the course. Attendance records for class or lecture, supervised practice and unsupervised practice are kept by the Center instructors.

Evaluations of course work including Materials Reference Books (Albums), Theory Papers, Observations and Practice Teaching, and Material-Making, are maintained by the staff during the active course dates.

At the time of a student's withdrawal or upon the completion of the course, a permanent file is created and maintained in the archives. This file contains all the following, or the appropriate portion thereof:

- the original application for admission
- the original signed and dated course and tuition contracts
- the summary sheet from the evaluations of the Reference Albums, Theory Papers, Observations and Practice Teaching, and Material-Making

- the summary sheet with the scores from the written and oral examinations
- the Montessori course transcript
- a copy of the signed and dated Montessori diploma and award letter
- the original staff and supervising teachers' evaluation forms from Practice Teaching

All student files are held in the strictest of confidence and are accessible upon request by the student only through the Director of Training.

All parts of the permanent file remain in the sole possession of the Montessori Training Center Northeast.

A student may request access to their permanent file at any time during the course. A verbal request must be authorized by the Director of Training and will be sent on to the Administrative Office. At the conclusion of the course, a graduate may submit a written request for access to their permanent file. It may be granted upon the authorization of the Director of Training. Permanent files may only be viewed at the Center office in the presence of the Director of Training or an administrative assistant.

A student may appeal in writing to the Director of Training if questioning or rebutting any documentation in their file. The Director of Training has sole authority to correct or change any information in the permanent files.

ETHICS

It is expected that all students and staff will conduct themselves in an appropriate and ethical manner consistent with the philosophy espoused be Dr. Maria Montessori and AMI. Specifically, it is important to represent oneself physically, mentally, and emotionally as an ethical and appropriate model for the purpose of guiding children in their education. Audio recordings, video recording or photos of course lectures or other content may only be taken with express permission.

Academic dishonesty is a serious offense which may result in dismissal. The Director of Training has the authority to take disciplinary action after investigation of incidents or allegations of academic dishonesty. The record of this investigation and final action taken will be a part of the student's permanent file.

NONDISCRIMINATION POLICY

MTCNE is committed to creating and maintaining a safe, respectful, and inclusive learning environment for all students—one that is free from discrimination and harassment. In alignment with federal and state laws, MTCNE does not tolerate discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy, disability, or any other legally protected characteristic. Every MTCNE student is entitled to equitable access to Training Center programs and activities.

MTCNE students are considered students of CREC and fall under CREC Policies and Procedures for Students, Nondiscrimination: Policy Number 5162-R. Complaints under this policy are taken seriously and handled with discretion and due process in accordance with the Student Complaint Procedure section of the stated policy.

Any MTCNE student who believes they have experienced discrimination or harassment—whether by a peer, instructor, staff member, or administrator—is encouraged to report the issue promptly.

- If the alleged perpetrator is another student (peer) or a staff member, the report should be made to the Director of Training.
- If the alleged perpetrator is the Director of Training, the report should be made to the Managing Director.

- If the alleged perpetrator is the Managing Director, the report should be made to the Director of Human Resources.

Reports may be made verbally or in writing.

GRIEVANCE PROCESS

The Grievance Process is intended to support students who have concerns or complaints related to course experiences, academic procedures, or interpersonal issues that do not fall under the scope of discrimination. Examples of grievances may include dissatisfaction with program structure, communication challenges, or perceived unfairness in grading, assignments, or expectations.

Students are encouraged to arrange a confidential meeting with the Director of Training as soon as possible to discuss concerns and begin working toward resolution. Prompt action is advised so that students can direct their energy toward their coursework rather than unresolved issues.

In situations where a student's concern involves both alleged discrimination and other course-related matters, MTCNE will ensure the concern is reviewed under the Nondiscrimination Policy, while also addressing any academic or procedural grievances through the appropriate administrative channels.

Note: Students enrolled in an undergraduate program at the University of Hartford must follow the University's official grievance process in lieu of the MTCNE Grievance Process.

The MTCNE Grievance Process is as follows:

1. LETTER TO DIRECTOR OF TRAINING

    Individual or Individuals Involved
    Specific Facts
    Problem
2. INFORMAL MEETING BETWEEN GREIVER AND DIRECTOR OF TRAINING
3. APPEAL LETTER TO DIRECTOR OF TRAINING
4. RESPONSE FROM DIRECTOR OF TRAINING TO SET FORMAL HEARING

    When
    Where
    Time
    Parties to Attend
5. FORMAL HEARING CONDUCTED BY MANAGING DIRECTOR
6. APPEAL TO CREC RESOURCE GROUP DIRECTOR
7. DECISIONS

    Agreement by Parties
    Case Closed
    Probation
    Exclusion

A grievance is defined as a written statement, which alleges a specific violation of procedures, rules, or regulations infringing on the personal and professional rights of the griever.

An informal hearing may reach a resolution, which solves the problem. An informal request for a meeting to resolve the problem must be filed and a meeting must be held before a grievance can be filed formally. If no decision is reached or if an appeal is requested, the following procedure must be followed:

A formal hearing will require a letter to the Director of Training giving a factual statement or evaluation of a problematic area. The letter must specifically name the person or persons to whom the grievance is directed, and the procedures or rules or regulations, which are the basis for the grievance.

A response from the Director of Training must be forthcoming by personal service or Certified Mail within 10 days. The response must name the place, the date, the time, and the individuals who may be present. The hearing must be held within 30 days. The Managing Director or the designee of the Managing Director shall conduct the hearing. The Director of Training shall be present. The griever and a maximum of one representative or support person shall be present. Any witnesses whose testimony is to be considered must be present.

The formal hearing will be governed by procedures set and administered by the Managing Director. Robert's Rules of Law and Order will be used. Each meeting will be taped to provide a record of the hearing, and the tape will be kept in the office of the Managing Director until 30 days following the completion of the appeal process.

If the decision reached at the formal hearing is not acceptable to the griever, the griever shall file a written request for appeal with the CREC Resource Group Director (CRG-D) within 10 days and all materials, including the taped record, will be turned over to the CRG-D for review and final decision. A final decision will be reached within 30 days.

If for any reason the griever does not follow the preceding process, the grievance will be considered void, the case will be closed, and all information will be sent to the Managing Director for filing.

Potential decisions from any hearing or appeal may include:

- AGREEMENT BY PARTIES
- CASE CLOSED
- PROBATION
  - From three to six months on site
  - From three to six months off site
- EXCLUSION
  - With the right to return after one year
  - Permanent Exclusion

Montessori Accreditation for Teacher Education: (phone) 434-202-7793; 420 Park Street, Charlottesville, VA 22902

STUDENT CONDUCT CODE

Loss of privileges, specified disciplinary requirements, or separation from the MTCNE may be imposed on any student or employee whose conduct on or off campus adversely affects the academic community, particularly as it shows failure to accept responsibility for the welfare of other persons. Fundamental kinds of misconduct, which may lead to suspension or dismissal, are as follows:

1. Physical or verbal abuse, intimidation, or harassment of another person or group of persons.
2. Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use on campus of firearms, knives (excepting non-spring pocket knife), other weapons, explosives, or fireworks.

3. Obstruction or forcible disruption of regular MTCNE activities, including teaching, research, administration, campus services, discipline, organized events, and operation and maintenance of facilities; interference with the free speech and movement of academic community members; refusal to identify oneself when requested or to obey any other lawful instruction from the D.O.T. or other MTCNE official to discontinue or modify any action which is judged disruptive.
4. Dishonesty, including provision of false information, alteration or misuse of documents, plagiarism and other academic cheating, impersonation, misrepresentation, or fraud.
5. Obscene, indecent, or grossly inconsiderate behavior; exposure of others to highly offensive conditions; disregard for the privacy of self or others.
6. Theft, abuse, or unauthorized use of personal or public property, including unauthorized entrance into Center and school facilities, possession of stolen property and littering.
7. Illegal use, sale or possession or stimulants, intoxicants, or drugs.
8. Use or possession of open containers of alcoholic beverages on campus other than at approved locations and events.
9. Gambling on campus or at organized student activities.
10. Failure to comply with the lawful directions of any Center official, staff member, or student employee who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of the Center in the absence of a Center official. (Emergency orders may supersede some written regulations.) Students who receive orders which they consider unreasonable although not illegal must obey them at the time and may bring a formal complaint later against the issuing staff members, by writing to the Director of Training.
11. Deliberate incitement of others to commit any of the prohibited acts by aiding or encouraging others engaged in them, or by failure to separate oneself clearly from a group in which others are engaged when there is sufficient time and opportunity.

Each student is responsible for the conduct of guests. Elsewhere on campus, students and visitors must comply with applicable building or grounds policies.

STUDENT DISCIPLINE PROCESS

Violation of Training Center policies and guidelines, which include the Conduct Code, General Administrative Rules, as well as academic requirements, may result in some form of disciplinary action, which will be determined by your Director of Training (D.O.T.). The seriousness of the violation will determine the disciplinary action needed, including dismissal from the course.

RESPONDING TO VIOLATIONS

When confronted about inappropriate conduct or appearance, it is expected that students will respond in a positive manner. Inappropriate responses will result in further disciplinary action.

DISCIPLINARY ACTION ALERT

This warning stage is composed of two parts. First, the needed change in behavior is clearly identified. Second, a plan to achieve the agreed-upon behavior is formulated with clearly defined strategies and deadlines. This makes sense, because there is little growth without clear goals and accountability. As you would assume, there is no

financial compensation for such effort. When the behavior is corrected within the agreed upon period, then the alert status is removed.

So, what happens if the behavioral goals are not achieved? Good question! The alert is changed to probation, which is the next level involved in attempting to resolve the problem.

PROBATION

The D.O.T. shall decide the appropriate conditions for the probationary period. As with the alert process, an appropriate disciplinary plan will be developed. Should this be adhered to, the probation phase will revert to an alert. That means you're heading in the right direction! If you stay on track, even the alert status is removed and everybody wins! Unfortunately, if the probationary plan is not followed and the behavior remains unchanged the probation level moves towards suspension or dismissal.

SUSPENSION AND DISMISSAL

One is dismissed or suspended when there is repeated failure to make progress in meeting the agreed-upon standards of conduct. Be aware that disciplinary action will take one of the following forms:

SUSPENSION

This action involves being suspended from MTCNE and practice teaching sites for up to five (5) days. It is hoped that during such time period the offending individual will have time to reflect on her/his behavior and respond in an appropriate manner.

DISMISSAL

This action results in permanent disqualification from MTCNE.

WAIVER OF THE RIGHTS OF FORMAL HEARINGS AND APPEALS

A student who voluntarily confesses a violation, or admits a violation when confronted, prior to a formal disciplinary hearing, may ask the D.O.T. to propose to them a disciplinary action. If the student believes that the disciplinary proposal is appropriate, he/she may choose to waive his/her rights for a formal hearing and appeals and accept the proposal. The student would indicate this by signing a waiver. If the student rejected the proposed disciplinary action, then a formal hearing with appeal rights, as explained later, would be held.

IF SEPARATION FROM THE CENTER IS NOT A POSSIBILITY (I.E., ALERT OR PROBATION), THE FOLLOWING PROCESS WILL BE USED.

1. The student will be officially notified of their offense in either oral or written form. If notified orally, the student may request that it be in written form.
2. The hearing with the D.O.T. may take place immediately after notification unless the student requests time to prepare a defense, which may include supporting a witness. The student will be allowed 24 hours unless granted additional time by the D.O.T. The student will be encouraged to share her/his side in an open discussion and the evidence supporting the accusation will be discussed. If the student disputes the accusation then the student will be allowed to question any witnesses whose testimony is used to arrive at a decision.

3. The final notification of disciplinary action must precisely describe the misconduct for which the action is taken.
4. A record of this hearing, and any subsequent ones, will be kept and placed in the student's permanent record.
5. The student may appeal the D.O.T.'s disciplinary action to the Managing Director. The student has 10 days in which to submit this written argument. The Managing Director may, at its discretion, grant the student a hearing. If no hearing is granted, the Managing Director will respond in writing to the student within 10
6. days, explaining its decision not to grant a hearing.

IF SEPARATION FROM THE CENTER IS A POSSIBILITY (I.E., SUSPENSION OR DISMISSAL), THE FOLLOWING PROCESS WILL BE USED.

1. The student will be notified in written form of the offense and the disciplinary hearing. This notification will include the specific misconduct charged, an indication of the evidence that forms the basis for the disciplinary hearing, the time and place of the hearing, and the procedure for the hearing. The student will be given 10 days to prepare for the hearing with the D.O.T.
2. In exceptional cases, where there is an apparent danger to persons or property or continuing disruption of the academic process, a student may be suspended after notification, without prejudice, prior to the hearing.
3. The student is allowed to bring an advisor and supporting witnesses to the hearing with the D.O.T. If there is a possibility that the record of these institutional proceedings will be subpoenaed by outside authorities the student may be accompanied by an attorney.
4. The student is allowed to question, ordinarily face to face, any witnesses whose testimony is used to arrive at a decision.
5. A record of this hearing and any subsequent ones will be kept and placed in the student's permanent record.
6. The student may appeal their D.O.T's disciplinary action to the Managing Director by making a written request to the Managing Director. The student has ten days in which to submit a written argument of appeal. Upon receipt of the request for a hearing, the Managing Director will schedule the hearing within 10 days and notify the student in advance of the time and place for the hearing. Any action regarding discipline requires a vote of a simple majority of the hearing board. The Managing Director may orally notify the student of its decision at the conclusion of the hearing but shall provide the student with a written explanation of its decision within 10 days of the conclusion of the hearing.

BASIS AND PROCESS OF APPEALS

An appeal to the Managing Director is not fundamentally a reconsideration of factual evidence and a hearing of witnesses but a consideration of the fairness, or due process, of the original hearing. The student's appeal, therefore, must:

1. Identify specific procedural errors
2. Claim that conclusions were based on inadequate evidence
3. Claim that disciplinary action taken was extremely disproportionate to offense.

During the appeal hearing the student, having submitted a prior written statement, is given the opportunity to have an open discussion with the Managing Director.

SEXUAL HARASSMENT POLICY

MTCNE does not condone any form of sexual harassment and has therefore adopted a policy consistent with the school's goal to maintain a supportive community. All staff and students of MTCNE are to be treated with respect and dignity.

Sexual harassment includes unwelcome physical touching or sexually offensive language that interferes with an employee or a student's performance. While it is recognized that not every advance or comment of sexual nature constitutes harassment, employees or students should not create a hostile atmosphere. Whether a particular action or incident constitutes harassment requires a determination based on all the facts and surrounding circumstances.

If an employee or student believes he or she has been sexually harassed, they should discuss the matter with the Director of Training or the Managing Director.

CREC Policies and Procedure for Students, Sexual Harassment: Policy Number 5145.5PR

TEACHER CERTIFICATION IN THE STATE OF CONNECTICUT

CT State Department of Education
Bureau of Educator Preparation,
Certification Support and Assessment

Public Montessori School Teaching Endorsements

The course requirements for Public Montessori Teaching Endorsements are listed below. There exist two categories for which people can get certified: Primary or Elementary at the initial level.

Montessori, Primary, Birth to Kindergarten Teaching Endorsement #512	**Montessori, Elementary, Grades 1-6 Teaching Endorsement #511**
Common Requirements: • AMI Montessori Diploma • Bachelor's Degree	Common Requirements: • AMI Montessori Diploma • Bachelor's Degree
Additional 12 Credits Teaching Endorsement #512: • Special Education course • 6 credits in Reading • 3 credits in Model Programs for Early Childhood Education	Additional 12 Credits for Teaching Endorsement #511: • Special Education course • 6 credits in Reading • 3 credits in Math

HANDBOOK REVISION CLAUSE

The contents of this Handbook are intended to provide an accurate and comprehensive overview of the policies and procedures of the Montessori Training Center Northeast (MTCNE) as of the time of publication. However, MTCNE reserves the right to modify, update, or supplement the information contained herein at any time, as deemed necessary by the Center's leadership.

This Handbook is reviewed annually and revised as needed to ensure continued compliance with AMI standards, accreditation requirements, and best practices in online and adult education. Revisions may also be made to correct inaccuracies, address omissions, or reflect changes in program structure or policy. Any updates will be communicated in writing to currently enrolled students.

Date of Last Revision: March 16, 2026

APPENDICES

APPENDIX A: SATELLITE TRAINING LOCATIONS & PARTNERSHIPS

Montessori Training Center Northeast (MTCNE), a program of the Capitol Region Education Council (CREC), may offer AMI Diploma and Certificate Courses in partnership with approved satellite training locations. These partnerships expand access to high-quality Montessori training while maintaining full fidelity to Association Montessori Internationale (AMI) standards.

ROLE OF MTCNE

MTCNE serves as the official training center of record and retains full responsibility for:

- Course approval and submission through the AMI Course Administration System (CAS)
- Appointment and supervision of the AMI Director(s) of Training (DoT)
- Academic quality, program delivery, and adherence to AMI standards
- Admissions decisions and final acceptance of all applicants
- Issuance of tuition contracts and collection of all tuition and fees
- Maintenance of student records, transcripts, and official documentation
- Reporting to AMI and other regulatory or accrediting bodies

All enrolled students are registered through CREC MTCNE, regardless of course location.

ROLE OF SATELLITE PARTNER

Satellite partners collaborate with MTCNE to support local implementation and community engagement. Responsibilities may include:

- Local outreach, marketing, and recruitment of prospective applicants
- Coordination of training facilities and prepared environments
- Assistance with logistics, scheduling, and on-site operations
- Support in identifying observation and practicum placements
- Facilitation of communication between local participants and MTCNE

Satellite partners do not issue admissions decisions, contracts, or certifications.

ADMISSIONS AND ENROLLMENT

Applicants may engage with a satellite partner during the recruitment and application process; however:

- All applications are reviewed and approved by the MTCNE Director of Training

- Enrollment is confirmed upon completion of all MTCNE administrative requirements, including the full execution of a tuition contract issued by CREC MTCNE or an approved satellite partner, prior to the program start
- The satellite partner may manage student records for purposes of local program delivery, while MTCNE maintains all official student records as the training center of record

COURSE DELIVERY

Courses delivered at satellite locations meet all AMI requirements and are equivalent in rigor, structure, and expectations to those offered at the main training center.

Delivery may include:

- In-person instruction at the satellite location
- Blended learning (in-person and synchronous online)
- Asynchronous coursework via the MTCNE Learning Management System

FACILITIES AND LEARNING ENVIRONMENT

MTCNE and the satellite partner work collaboratively to ensure that:

- Facilities meet AMI standards for training environments
- Appropriate Montessori materials are available for demonstration and practice
- Observation and practicum sites align with AMI expectations

COMMUNICATION AND COORDINATION

MTCNE and the satellite partner work in close collaboration throughout the duration of the course. MTCNE maintains primary responsibility for academic communication, student standing, and policy enforcement.

CERTIFICATION

All AMI Diplomas and Certificates are awarded through MTCNE in accordance with AMI requirements. Satellite partners are acknowledged as collaborators but are not certifying bodies.

APPENDIX B: VIETNAM TUITION & FEE STRUCTURE

This appendix outlines the tuition and fee framework for AMI Diploma Courses delivered in Vietnam through an MTCNE satellite partnership model. It provides guidance on payment structures, associated costs, and financial expectations, while reflecting a commitment to accessibility and maintaining the integrity and full requirements of AMI training.

ALIGNMENT WITH MTCNE POLICIES

All tuition, fees, payment policies, withdrawal terms, and refund policies outlined in this handbook apply to satellite-delivered courses unless otherwise specified in the tuition contract.

COMMITMENT TO ACCESS AND QUALITY

MTCNE and its partners are committed to balancing financial accessibility with the integrity of AMI training. Tuition structures in Vietnam are designed to:

- Expand access to high-quality Montessori training
- Support the development of a sustainable local Montessori community
- Maintain full alignment with AMI standards and expectations

PAYMENT TERMS

- Payment terms are outlined in the tuition contract issued by CREC MTCNE or an approved satellite partner and must be established prior to the program start
- Payment schedules and installment plans may be offered to support accessibility
- All payments must be made in accordance with the tuition contract

ADDITIONAL COSTS (ESTIMATED)

Participants should anticipate additional expenses not included in tuition and not paid to CREC MTCNE or the satellite partner

- Travel and accommodation (if applicable)
- Course materials and required readings
- Observation and practicum-related expenses

APPENDIX C: CALIFORNIA COMPLIANCE DISCLOSURES

The disclosures contained in this appendix apply only to students enrolled in programs delivered in the State of California and regulated by the California Bureau for Private Postsecondary Education. These disclosures do not apply to students enrolled in programs delivered outside the State of California.

BPPE INSTITUTIONAL APPROVAL STATEMENT

The Montessori Training Center Northeast (MTCNE) is seeking approval to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means that the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and the regulations adopted thereunder. Approval to operate is not an endorsement or recommendation by the State of California.

STUDENT COMPLAINT PROCEDURE (CALIFORNIA)

Students are encouraged to attempt to resolve any concerns directly with the institution before filing a complaint with the Bureau.

A student or any member of the public may file a complaint about this institution with the **California Bureau for Private Postsecondary Education** by completing a complaint form, which can be obtained on the Bureau's internet website at www.bppe.ca.gov.

The complaint form may be mailed to the Bureau at:

California Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834

or submitted electronically through the Bureau's website.

The Bureau may be contacted by telephone at **(916) 574-8900**.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURE

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the

Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

UH DEGREE PROGRAMS

MONTESSORI STUDIES

Celebrating nearly twenty years of partnership, the University of Hartford and Montessori Training Center Northeast are pleased to be able offer degree programs and a praxis focused research center.

University of Hartford's **Bachelor's Degree Program with a Montessori Education Concentration** offer an unparalleled opportunity for college students to earn a bachelor's degree, an Association Montessori Internationale (AMI) Diploma, and state teaching certification in one-degree program.

University of Hartford's online **Master of Education with a Montessori Concentration** combines AMI teacher training with a graduate degree. MEd programs are for students currently enrolled in an AMI teacher-training program or for those who have completed an AMI teacher-training program within five years or if training occurred more than five years previously, the applicant must provide documentation of active practice in a Montessori setting within the last ten years. Graduates of this program may also seek state certification for teaching in public Montessori schools.

The **Center for Montessori Studies** is an intellectual community of researchers and practitioners contributing to Montessori education and the broader implications of Dr. Maria Montessori's theories on human development, learning, and social reform. The Center supports research, teaching, and practice through fellows and intentional efforts from which the students in our Montessori education concentration programs benefit.

Inquiries about Montessori Studies can be addressed by Dr. Paige M. Bray, Director of Montessori Studies bray@hartford.edu

In order to steward your own educational process and benefit fully from the University of Hartford and MTCNE partnership, we have provided this check-list: Montessori Studies check-list for success and graduation.pdf

The **AMI Coursework Translation Request Request form** required for the AMI training verification component of the graduate admissions process can be found here: https://mtcne.org/ami-coursework-translation-form/

MONTESSORI PARTNERSHIP COURSES

Through the well-established partnership between the University of Hartford and Montessori Training Center Northeast you are able to receive University credit for the Montessori course work leading to an AMI diploma.

At the undergraduate level, the Montessori designated courses (e.g. MSF, MSP, MSE) are part of your planned program and are registered for in the same way as any other undergraduate course using a pin# from your advisor. The cost per credit is at the current University collegiate rate. The eligibility for enrollment in these courses is confirmed by degree major code and verified by the Montessori course instructor or Director of Montessori Studies.

At the graduate level, the Montessori designated courses (e.g. EDYM and EDEM) are included in your planned program yet the registration is completed with your fiscal consent by your Montessori advisor or the Director of Montessori Studies. This faculty registration is to verify your eligibility in that term for enrollment by major code and by the specific pace of completion and progress demonstrated in the Montessori courses. All graduate Montessori Course credits are at a special partnership fee rate of $130 per credit.

You can process this partnership benefit and utilize your AMI course hours for graduate credit using the AMI Coursework Translation Request form found here: https://mtcne.org/ami-coursework-translation-form/. Upon

completion of the process and payment of the fee MTCNE will verify your status to the University Montessori programs.

There are times, due to pacing and some distinct partnership calendar culmination dates, that a grade of "NG" or no grade will be entered for the EDYM and EDEM courses. Upon successful completion and documentation of the work, the "NG" grade will be administratively updated by your Montessori advisor or the Director of Montessori Studies using the standard change of grade process.

If you have questions about this process, please contact Dr. Bray, bray@hartford.edu.

LOCATIONS AND FACILITIES

UNIVERSITY OF HARTFORD

Many of MTCNE's students participate in either undergraduate or graduate degree programming in-person and/or online with the University of Hartford. The University's Main Campus is a 5-minute drive from the Training Center headquarters in Bloomfield, CT

MAIN CAMPUS

200 Bloomfield Avenue
West Hartford, CT 06117
Campus Map

UNDERGRADUATE ADMISSIONS OFFICE

MAILING ADDRESS

University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117 USA

Contact Us
Phone: 860.768.4296
Email: admission@hartford.edu

GRADUATE ADMISSIONS OFFICE

MAILING ADDRESS

Graduate Admission, CC 231
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117 USA

Contact Us
Phone: 860.768.4371 or toll-free 1.800.945.0712

Email: gradstudy@hartford.edu

CENTER FOR MONTESSORI STUDIES

MAILING ADDRESS

Center for Montessori Studies
University of Hartford
c/o Paige M. Bray, Ed.D.
200 Bloomfield Avenue
West Hartford, CT 06117 USA

Contact Us
Phone: 860.232.1743
Email: medmtcne@hartford.edu

FACULTY AND STAFF

UNIVERSITY OF HARTFORD, COLLEGE OF EDUCATION, NURSING AND HEALTH PROFESSIONS

- Administration
- Full-Time Faculty

UNIVERSITY OF HARTFORD, UNIVERSITY STUDIES

- Kellie Westenfeld, Associate Director, Division of Graduate & Professional Studies/University Studies

CENTER FOR MONTESSORI STUDIES

- Paige M. Bray, Director of Montessori Studies, University of Hartford; Founding Fellow
- Courtney Reim, Managing Director, Montessori Training Center Northeast
- Joshua A. Russell, Founding Fellow

CENTER FOR MONTESSORI STUDIES – EXECUTIVE SUMMARY

Purpose

The Center for Montessori Studies is an intellectual community of researchers and practitioners contributing to Montessori education and the broader implications of Dr. Maria Montessori's theories on human development, learning and social reform.

Description

The work of the Center focuses on Montessori education within the College of Education, Nursing and Health Professions (ENHP) and the Hartt School at University of Hartford through funded research, a sustaining partnership with CREC Montessori Training Center Northeast (MTCNE) and the support of the larger international Montessori community.

Objectives

1. Transfer knowledge about Montessori education through degree programs at all academic levels
2. Prepare future educators as AMI trained Montessori Teachers through data-informed undergraduate and graduate programs
3. Focus a diaspora of emerging Montessori research efforts
4. Provide a physical location and virtual structure for researchers and practitioners to collaborate
5. Seek external funding that focuses on fiscal efficiency and results-based outcome
6. Generate and disseminate new knowledge about the Montessori movement through research
7. Educate and socialize the next generation of Montessori researchers by creating opportunities to develop research skills and experience

Center Founders

Paige M. Bray, Ed.D., Director of Montessori Studies, Associate Dean for Research and Community, ENHP
Tim Nee, Director of Satellites and Special Projects - Montessori Training Center Northeast, CREC
Joshua Russell, Ph.D., Research and Evaluation, Chair of Graduate Studies in Music Education, Hartt School

MONTESSORI FORWARD

Montessori Forward is our virtual community. An initiative of the Center for Montessori Studies in partnership with Montessori Training Center Northeast and the University of Hartford Montessori degree programs. We invite you to think forward by contributing to the next 100 years of Montessori.

Visit www.montessori-forward.org to learn more.



ASSOCIATION MONTESSORI INTERNATIONALE

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