



**A Montessori Aligned,
Strengths-Based University**

2023-24 Catalog

Spring 2024

Effective January 1, 2024

Sarasota University

5104 N Lockwood Ridge Rd, Suite 102

Sarasota, FL 34234

866-582-8448

www.sarasotauniversity.edu



**A Montessori Aligned,
Strengths-Based University**

Catalog Version

2023-2024

Volume 12, Number 2

Sarasota University proudly stands as a fully accredited institution by the Montessori Accreditation Council for Teacher Education (MACTE). This accreditation solidifies our commitment to providing an exceptional education rooted in Montessori principles.

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January 1, 2024 to August 31, 2024

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Policy on Discrimination and Harassment

Sarasota University prohibits discrimination or harassment based on race, ethnic, or national origin, religion, age, sex, color, physical or mental condition, marital, or veteran status under any program or activity under its purview. Sexual harassment includes harassment based on gender, pregnancy, childbirth, or related medical condition, and inappropriate conduct of a sexual nature. It is the University's policy that all persons should enjoy freedom from unlawful discrimination of any kind as well as from sexual harassment or retaliation for reporting a complaint.

This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

This policy prohibits unlawful discrimination or harassment between members of the University community, including between faculty and students, staff and students, and faculty and staff.

We define harassment as unrequested or unwelcomed comments or actions that may interfere with an individual's feelings of security and safety.

The University believes a feeling of mental and physical security is essential to academic achievement. Actions that may violate an individual's feelings of security are prohibited, and individuals who engage in inappropriate or prohibited conduct may be subject to disciplinary action. Counseling may be an initial step in the disciplinary action.

Equal Educational and Employment Opportunity Non-Discrimination Statement

The policy of Sarasota University (SU) is to ensure equal opportunity in all its educational programs and activities, and all terms and conditions of employment without regard to age, race, color, disability, religion, national origin, veteran's status, genetic information, or sex (including pregnancy), except where such a distinction is required by law. Additionally, SU prohibits discrimination in all aspects of employment and educational programs on the basis of sexual orientation, gender identity, or gender expression. Employees, students, applicants for employment or admission, and visitors with questions and/or complaints regarding discrimination, or sexual misconduct (such as sexual violence) under Title IX may contact Dr. Lindsey Pollock, Title IX Coordinator. Dr. Pollock also serves as the ADA and Section 504 Coordinator for Sarasota University and can be contacted at: lindsey.pollock@sarasotauniversity.org or by calling 713-822-2274.

1.0 ABOUT SARASOTA UNIVERSITY: OVERVIEW

Sarasota University (SU) was established in 2012 to provide quality educational experiences for adult students. The university was dedicated to providing an emphasis on Montessori education that emphasized a learner-centered, caring community distinguished by rigor, relevance, and civility, and enhanced by a focus on *Positive Psychology* and a *Strengths-Based* approach to education. The result is a dynamic university environment that incorporates sound practices in adult learning through use of current instructional tools and resources.

Sarasota University offers programs online using a variety of internet-based technologies and student-focused, practice-based experiences. Students complete coursework online utilizing the University's course delivery system to study and download course content, submit assignments, complete group projects, participate in class discussions, and interact with their professors and classmates. Students receive initial and continuing support using the online platform for their coursework, to access the digital library, emails, communications with professors and staff, and academic records including personal transcripts, and class registration. Support is available through the online student help desk, as well as by phone during normal business hours.

The University's annual calendar is divided into three semester units of four months each: fall, spring, and summer, with each semester having two 8-week terms (see Calendar, p. 11). Regular classes are not scheduled for the breaks between semesters. However, special non-credit professional development and continuing education instructional activities, such as conferences and workshops, may be offered during those times. These voluntary, intersession events are developed in response to identified needs and to enhance learning opportunities for Sarasota students, faculty, alumni, community groups and business organizations.

The academic year runs from September 1 through August 31. The fiscal year runs from July 1 through June 30. Instructional weeks begin on Tuesdays and end on Mondays.

Students may be admitted to the University and enroll in classes at any time prior to the start of a term. Course registration closes the fifth day of classes in every term. Early registration is encouraged.

In the Sarasota University experience, students spend considerable time interacting with their professors and program advisors. That is, students, faculty, and advisors become a community of learners sharing a journey towards a common goal. Most students of Sarasota University work full-time, have full-time home responsibilities, and complete their studies around these responsibilities. We understand that and, therefore, faculty and program advisors have flexible advising hours to answer course questions and discuss academic ideas.

All students receive a *Program of Study (POS)*, listing the requirements for their particular program upon

admission to the University. This plan may be updated in the event of a change of program. Students and their program advisors use the POS to keep track of the student's progress through the program including planning future course enrollments. The University uses the POS to schedule classes so that students may complete degree requirements in a timely manner. The POS serves as an individualized plan for each student. In the event that a program changes, students may continue to take the classes in their current POS or decide to change to the current Program of Study.

New student preparation. New students are required to complete the CliftonStrengths online assessment as well as the WHY Discovery profile to determine their personal strengths and how they operationalize those strengths in practice. Students are provided the codes to access these profiles as part of their enrollment process. In addition, students are encouraged to view tutorial videos on how to navigate the learning management system and utilize library resources.

University changes will be provided to students by university email if any changes are made at the institution.

2.0 CONTACT INFORMATION

Campus Address:

Sarasota University is located at 5104 N Lockwood Ridge Rd, Suite 102, Sarasota, Florida. The facility includes a 150 square foot general office, as well as, a 100 square foot reception area with adjoining office space. Equipment necessary for the overall and specific functions of the university are located in the available office space and reception area. This office environment provides for secure access and confidential management of student information. As the institution's course delivery is primarily on-line much of the campus operations are as well. Course activities and communication with faculty are available via the university's online learning management system which is accessible through the University website at <https://www.sarasotauniversity.edu>. All university functions (administration, admissions, student services, etc.) are managed through the Sarasota office. Students in need of assistance have the choice of contacting university personnel by email or telephone. Services are rendered via email, telephone or web-supported avenues or in person by appointment at the university office.

University Office Hours:

Monday through Friday 9:00 a.m. to 4:30 p.m ET. Some staff members are available during weekend classes and special activities. Faculty are available by email or phone during scheduled office hours for scheduled appointments. Please call: 866-582-8448 to schedule an appointment.

Holiday Schedule

Sarasota University offices will be closed on the following days:

Holidays	Academic Year 2023-24
Labor Day	September 4, 2023
Thanksgiving	November 20-24, 2023
Winter Break	December 19, 2023 - Jan 1, 2024
Dr. Martin Luther King, Jr. Day	January 15, 2024
Spring Break	April 23 - 29, 2024
Memorial Day	May 29, 2024
Juneteenth	June 19, 2024
Independence Day	July 4, 2024

3.0 MESSAGE FROM THE PRESIDENT

Welcome to Sarasota University!

It is an honor to have you as part of our community. We are a mission-driven and values-based organization. Our mission is to make a difference in people's lives through strengths-based education. We believe that every person has value and that everyone has strengths.

Sarasota University is committed to providing you with a transformational education, based on this strengths-based approach, that assists you in reaching your goals. Our approach is designed to help you by improving the quality of your life, your career, your relationships, and your role in your organization.

We are proud to be the sole institution devoted entirely to implementing Dr. Montessori's vision for higher education. We are so pleased that you have joined Sarasota University.

Michael P. Levens, PhD
President

4.0 SARASOTA UNIVERSITY CALENDAR, 2023 - 2025

Sarasota University Calendar	2023	2024	2025
Spring Semester			
New Year's Day	Jan 1	Jan 1	Jan 1
Spring Term 1 Classes Begin	Jan 3	Jan 2	Jan 7
<i>Martin Luther King Jr. Day</i>	Jan 16	Jan 15	Jan 20
<i>Presidents' Day</i>	Feb 20	Feb 19	Feb 17
Spring Term 1 Classes End	Feb 27	Feb 26	Mar 3
Spring Term 2 Classes Begin	Feb 28	Feb 27	Mar 4
Spring Term 1 Grades due	Mar 3	Mar 1	Mar 7
Spring Term 2 Classes End	Apr 24	Apr 22	Apr 28
Spring Break: No Classes	Apr 25 - May 1	Apr 23 - Apr 29	Apr 29 - May 5
Spring Term 2 Grades Due	May 2	Apr 26	May 2
Summer Semester			
Summer Term 1 Classes Begin	May 2	Apr 30	May 6
<i>Memorial Day</i>	May 29	May 27	May 26
<i>Juneteeth</i>	June 19	June 19	June 19
Summer Term 1 Classes End	Jun 26	Jun 24	Jun 30
Summer Term 2 Classes Begin	Jun 27	Jun 25	Jul 1
<i>Independence Day</i>	Jul 4	Jul 4	Jul 4
Summer Term 1 Grades Due	Jun 30	Jun 28	Jul 4
Summer Term 2 Classes End	Aug 21	Aug 19	Aug 25
Summer Break: No Classes	Aug 22 - Aug 28	Aug 20 - Aug 26	Aug 26 - Sep 1
Summer Term 2 Grades Due	Aug 25	Aug 23	Aug 29
<i>Labor Day</i>	Sep 4	Sep 2	Sep 1

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Fall Semester	2023	2024	2025
Fall Term 1 Classes Begin	Aug 29	Aug 27	Sep 2
Fall Term 1 Classes End	Oct 23	Oct 21	Oct 27
Fall Term 2 Classes Begin	Oct 24	Oct 22	Oct 28
Fall Term 1 Grades due	Oct 27	Oct 25	Oct 31
<i>Veterans Day</i>	Nov 11	Nov 11	Nov 11
<i>Thanksgiving Holiday</i>	Nov 20-24	Nov 27-29	Nov 26-28
Fall Term 2 Classes End	Dec 18	Dec 16	Dec 22
Fall Break: No Classes	Dec 19 - Jan 1	Dec 17 - Jan 6	Dec 23 - Jan 5
Fall Term 2 Grades due	Dec 22	Dec 20	Dec 26

5.0 PURPOSE, MISSION, GOALS, AND VALUES

The Sarasota University Difference

All programs of Sarasota University build on the science of *Positive Psychology*, and a *Strengths-Based* approach to education. This special approach to graduate education emphasizes the development of personal strengths for personal and professional growth in educational and business settings, the development of a mind-set that seeks and develops the strengths and talents of others, and the development of an understanding of the power of inviting others into the world of learning. *Positive Psychology* is based on two assumptions: (a) each person's talents are enduring and unique, and (b) each person's greatest room for growth is in the areas of his or her greatest strength. We believe that this emphasis on strengths instead of weaknesses (deficits) will make a difference in the personal and professional lives of our students.

Institutional Purpose

Sarasota University (SU) is a higher learning institution created with a deep commitment to the academic and professional success of their students. The University is purposefully organized as a private, not-for-profit university. The result is an innovative, Montessori-inspired university incorporating contemporary practices in adult learning through the use of a variety of internet-based instructional tools and resources enhanced by a focus on Positive Psychology, and Strengths-Based learning.

Our purpose as administrators, faculty, and staff of Sarasota University is to maximize the potential of all our students as they prepare for career and professional advancement in a changing world. Our intent is the

development of all our students' talents and skills, including critical thinking, creative problem solving, responsible leadership, and effective communication. We use the theory and practice of *Positive Psychology*, and *Strengths-Based* learning as the foundation of instruction, and interpersonal relationships. Faculty members, with advanced degrees and relevant professional work experiences, teach engaging and challenging courses through outcomes-based comprehensive program curricula in an online learning environment.

Mission Statement

Our mission is to make a difference in people's lives through strengths-based, Montessori aligned education via online learning.

Vision

- Our vision for Sarasota is a Montessori-aligned learning environment where Montessori's guiding principles and philosophy are the foundation for adult learning.
- Our vision is for Sarasota University to be known as a quality, performance-based institution of higher education, where students develop skills and knowledge in a selected field and display ethical standards valued by society. This vision includes the creation of an academic community where everyone is responsible for supporting an intellectual environment in which competence, caring, and a desire for learning and for using that learning to improve the lives of others is valued.
- Our vision is a rigorous, relevant, realistic, and affordable education that is technologically-enabled and responsive to the life demands of our students.
- Our vision is an active community of learners engaged with contemporary ideas connected to their historical background through thoughtful analysis, intellectually honest dialog, and meaningful presentation.
- Our vision is a place where the processes of critical and creative thinking result in academic achievement, reflective practice, and personal and professional growth.

We are committed to the established, effective practices of adult education (andragogy) with the understanding that Sarasota University students are working, adult learners who expect respect for their maturity, recognition for existing knowledge and professional accomplishments; who seek self-improvement and professional development; who desire intellectual honesty and academic integrity; and who wish to learn in an environment which promotes critical and creative (divergent) thinking and encourages personal academic achievement.

Goals

To accomplish our mission and to foster academic excellence and achievement in the professional and personal development of graduate students at Sarasota University, the following are primary goals of our

degree programs.

- Sarasota University students will obtain focused and comprehensive knowledge in a specific field through online experiences in a learner-centered, caring community committed to their academic achievement.
- Sarasota University students will participate in a challenging curriculum of practical and theoretical knowledge and understanding that facilitates development of wisdom and social consciousness to sustain our complex and diverse civilization.
- Sarasota University students will be prepared to use creative and critical-thinking skills, decision-making skills, and solutions-oriented, problem-solving skills to contribute to their professions.
- Sarasota University students will use *Positive Psychology, and a Strengths-Based approach* to increase their personal and professional capabilities.

Core Values of Sarasota University

- INTEGRITY: We believe in doing what is right and having the courage to be open and honest.
- RESPECT: We believe in treating everyone with respect.
- DIGNITY: We believe there is dignity in all forms of work.
- STUDENT CENTERED: We care about people and are focused on serving the long term needs of our students.
- PERSONAL GROWTH: We believe every individual has innate talents and strengths. Our role is to assist people in becoming all they can be.
- THE POWER OF ONE AND THE POWER OF TEAM: We believe every individual has the power to make a difference and that together, we can change our communities and organizations.

Objectives :

A Positive Psychology, and Strengths-Based University Built on the Philosophy of Dr. Maria Montessori's Cosmic Education.

Cosmic Education is a cornerstone of Montessori Philosophy. At its core, Cosmic Education tells the story of the interconnectedness of all things. It describes the role of education as comprehensive, holistic and purposeful; to encompass the development of the whole person within the context of the universe.

The foundation of Sarasota University is strengths building, and positive psychology; to provide adult learners with the knowledge and skills to realize their cosmic potential.

Capitalizing on Strengths

Programs are developed and decisions are made based on science; that is, based on related, appropriate, and

supportive research. **Integrated into all programs and courses is the research on personal and professional strengths.** We use the body of research on why and how people work and learn and how effective leaders operate to develop program curricula and design courses and learning activities.

After acceptance into the University, each student will be provided access codes to the *Strengths Assessment (NOW, Discover Your Strengths, Clifton & Buckingham)* and the WHY Institute's WHY Discovery profile. Using the results of these inventories, students will learn how to leverage their strengths for their personal development, for their success as leaders and managers, and for the success of their organizations. The concept of *strengths-based teaching and learning* is integral to our academic programs and is used by students and the professors to promote and support academic achievement. Students will study and practice utilizing their strengths in classroom and field activities, in their postings and in their verbal interactions.

The practice of maximizing strengths and minimizing weaknesses has a lengthy history in education and a more recent history in business. The research has shown that by understanding and building on an employee's strengths, weaknesses are diminished. Performance reviews become collaborative as people work together to develop goal statements for the coming year, make a plan for achieving the goals, receive support and are assured that they are valued and can reach their goals (Buckingham, Clifton, & Rath).

Talents and Strengths: A great organization must not only accommodate the fact that each employee is different, it must capitalize on these differences. It must monitor for employee's natural talents and then position and develop each person so that their talents are transformed into bona fide strengths. (Clifton & Buckingham).

Positive Psychology

The concept of positive psychology permeates Sarasota University, from admission to graduation. It emphasizes what goes right with people, and explores the "factors that make life worth living, such as happiness, through the study of positive emotions, positive character strengths, and positive institutions" (Martin Seligman).

Researchers have identified five areas where positive psychology can have an impact:

- (a) Getting ahead at work,
- (b) Raising resilient kids,
- (c) Building solid relationships,
- (d) Increasing your happiness, and
- (e) Balancing positive and negative emotions.

In our university setting, faculty, staff, and students are expected to foster an environment that supports growth across all areas (as applicable). We change the area of "getting ahead at work" to "getting ahead in your educational program". We emphasize Michael Frese's **Active Behavior** which has three components: *self-starting behavior, proactive behavior, and*

persistence. Seligman found that people who practice Active Behavior “are more successful on the job—they gain more empowerment, meaning they have greater control over their work and their work is more complex...”

6.0 LICENSE, AND RECOGNITION

Sarasota University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684. Sarasota University is an Applicant for Accreditation with the Montessori Accreditation Council for Teacher Education. Applicant for Accreditation status in no way determines the outcome of the accreditation decision by MACTE. MACTE’s website is <https://www.macte.org/>. MACTE is located at 420 Park Street, Charlottesville, VA. 22902. Or by phone at (434) 202-7793.

7.0 OWNERSHIP, BOARD OF DIRECTORS, OFFICERS, AND ADMINISTRATORS

Sarasota University is a private, not-for-profit academic institution led by its Board of Directors, University President, academic officers, and administrators with involvement by the faculty on all academic and institutional governance matters.

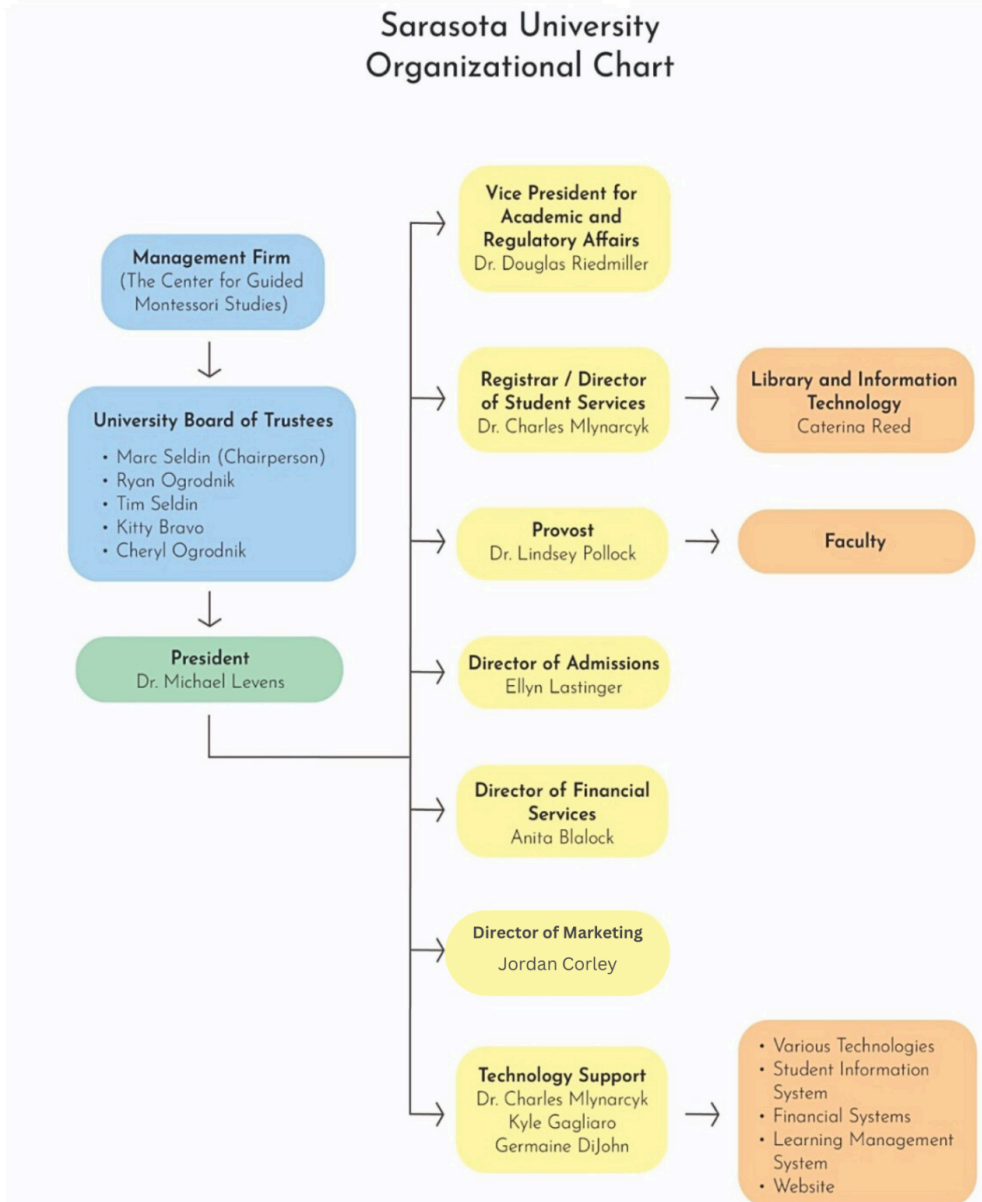
Board of Trustees

- Mr. Marc Seldin, Chairperson
- Ms. Kitty Bravo, Member
- Mrs. Cheryl Ogrodnik, Member
- Mr. Ryan Ogrodnik, Member
- Mr. Tim Seldin, Member

Administrators

- Michael Levens, Ph.D., President
- Douglas Riedmiller, Psy.D., Director of Operations and Regulatory Affairs
- Charles Mlynarczyk, Ph.D., Registrar, Director of Student Services and Technology
- Lindsey Pollock, Ed.D., Provost, Director of College of Education
- Ellyn Lastinger, Director of Admissions
- Caterina Reed, M.L.S., Director of Library and Information Technology

8.0 SARASOTA UNIVERSITY ORGANIZATIONAL CHART



ACADEMIC PRINCIPLES, PROFESSIONAL RIGHTS AND RESPONSIBILITIES, AND RELATED POLICIES

Accommodations for Students with Disabilities

Sarasota University is committed to ensuring that students receive appropriate reasonable accommodations so they are supported in all aspects of their educational experience. Students who may need additional assistance should notify the Director of Admissions at the time of enrollment so that a plan to accommodate their needs may be developed. Appropriate notification should include submission of a completed and current ADA Reasonable Accommodation Request Form (Appendix D) with any associated documentation. Each request will be reviewed by the Director of the College of Education who then will determine the extent and nature of accommodations to be provided. The requesting student will be notified by the Director of the College of Education as to the conclusion of the review within 14 calendar days of the receipt of the student's request. Other appropriate university administrative personnel and/or faculty may participate in the review and determination at the request of the Director of the College of Education.

Expected Behavior of Everyone in the Sarasota University Academic Community

Students and all members of the Sarasota University academic community are expected to conduct themselves in a socially responsible manner. All are expected to abide by University regulations and ethical standards and to conduct themselves accordingly.

Members of the Sarasota University academic community are expected to demonstrate kindness, caring, and compassion. The faculty, administration, and staff of Sarasota University are committed to maintaining a learning environment where respectful behavior, in word and deed, and civility are the norm. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal so that students, faculty, and staff can develop intellectually, professionally, personally, and socially. Students' dispositions or values are observed, assessed, and recorded as part of the University's commitment to the preparation of leaders. These observations are discussed in private and reported to employers in recommendations as requested by the student and with the student's permission.

Members of Sarasota University's community are expected to demonstrate civility in the classroom and online. Each person is responsible for what we write and for our verbal utterances. In an academic community, intellectual honesty requires free and open speech in which a diversity of opinions and ideas of others are encouraged. With the freedom to express openly one's ideas comes the responsibility to respect the rights of others to express their own

ideas. Our Montessori principle of “freedom within limits” is an appropriate mantra to describe this environment. Any attempt to silence others through words, gestures, or actions that monopolize discussions and prevent others from sharing their ideas is not only discourteous but anathematic in an academic community. In addition, it is expected that all individuals will demonstrate personal respect for others throughout the diversity of discourse within the academic community.

Familiarity with University Regulations

When signing the Sarasota University Enrollment Agreement, the student acknowledges receipt of this general catalog and agrees to abide by the rules, regulations, and policies of the University. While the University provides assistance in various forms including academic advising, students are responsible for meeting the published requirements of their respective programs.

Anti-hazing Policy

The University is committed to the safety and well-being of everyone in the University community. The University does not have a distinct hazing policy because everyone in the community is expected to behave in a socially responsible manner to create an atmosphere free of intimidation, fear, coercion, and reprisal so that students, faculty, and staff can develop intellectually, professionally, personally, and socially. Therefore any form of hazing is strictly forbidden. This statement constitutes the University’s zero tolerance policy on hazing.

Advising

Upon admission to the University, each student is assigned a program advisor who is available to view their Program of Studies, monitor academic progress, respond to academic questions and concerns, and discuss career interests. However, responsibility for complying with University policies and regulations, and the completion of all degree requirements, rests with the student. Program advisors are available to answer questions and discuss academic ideas, by appointment. For more information, call the University (866-582-8448).

Other Student Services

Students needing personal assistance beyond the scope of academic advising or having any other non-academic concern should contact the Director of Student Services for assistance by calling the University (866-582-8448).

Academic Honesty

Academic honesty, integrity, and fairness, are the foundational values of our educational community. Academic honesty is an indication of respect for others as well as respect for self. Simply, all members of the community are expected to do the right thing and to do things right. The University accepts the responsibility for its faculty to observe, record, and report observable adherence to these values. These values are explicated in the University's values statement and elsewhere in University documents.

Any form of academic dishonesty or inappropriate conduct may be reported in writing directly to the appropriate college Academic Progress Committee and may result in penalties ranging from a personal warning to dismissal from the University, depending on the nature and severity of the infraction. After a second infraction, the Academic Progress Committee will refer the matter to the University Council. The Vice President of Academic Affairs will report illegal activities directly to law enforcement authorities.

Avoiding Plagiarism

The primary mode of communication in any program is written communication. Intellectual honesty is a habit of mind that respects the words and ideas of others and gives credit to them. Intellectual honesty also means students are responsible for the work they submit ensuring it is a fair response to an assignment and not work submitted for another class or assignment. In a classroom discussion, the same principle applies.

The University recognizes that many instances of “plagiarism” are the result of incomplete or missing citations rather than the intentional misuse of the others' material. The University provides a required, self-study module on accepted writing standards to help students understand proper citation techniques. In addition, these standards are reviewed as part of every course syllabus and reflect correctness as well as intellectual honesty. *The Publication Manual of the American Psychological Association, Seventh Edition*, (www.apa.org) is the University's standard for the development and publication of manuscripts.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your professor to discuss the issue. *(Thanks to Washington University in St. Louis)*

Repeated violations of the standards of intellectual honesty will be reported to the appropriate college Academic Progress Committee. After 3 incidents, the Academic Progress Committee will refer the complaint to the University Council for further action, which could include a recommendation for dismissal from the University.

Conducting Research and Institutional Review Board (IRB) Requirements

The Sarasota University Institutional Review Board (IRB) is an independent review committee established in accordance with federal regulations governing the use of human participants in research. ***Any research conducted by Sarasota University faculty, staff, or students must be reviewed and receive certification from the IRB before the data gathering portion of the research is initiated.*** Research involving the Sarasota University community must meet IRB guidelines and have the approval of the Vice President of Academic Affairs. The IRB follows the specific rules of the federal government (Code of Federal Regulations, Title 45, Part 46 (CFR Title 45, Part 46, 1991)), The American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*, and the guidance provided by the *Belmont Report: Ethical Principles and Guidelines for the Protection of Human Participants of Research* (The National Commission for the Protection of Human Participants of Biomedical and Behavioral Research April 18, 1979).

These documents are given to students electronically during the orientation seminars and are available through the Office of Academic Affairs. A specific training module with IRB application forms is available to anyone in the Sarasota University community planning to conduct research.

Accessing Courses and Other University Information

Sarasota University students access coursework for their academic programs, course materials, academic records, and University life information through the internet. Students are expected to meet the following requirements to successfully participate in their courses and avoid problems accessing the course materials. It is the student's responsibility to ensure all requirements are met prior to the start of the semester.

Technology Requirements

Computer

At a minimum, students must have regular access to a computer with Internet connection (preferably broadband) and a web browser. Students are expected to be knowledgeable in basic computer skills and competence in word processing and email programs.

Hardware requirements

PC Users: Pentium II 300 or equivalent with 96 MB memory, CD ROM, Monitor, Sound Card and Printer. Operating System: Windows XP (Windows 7, 8 or 10 recommended) Mac Users, please note: although coursework is accessible via Macintosh computers, limited support is available through the University.

Internet Access

Internet access is required (broadband access is highly recommended). Internet access is the responsibility of the student. Students are responsible for clearing any firewall and/or security issues if access to the SU Portal is attempted through a workplace network.

Web Browser

Make sure you have the best online experience by maintaining your browser settings to the latest versions of internet access providers with available security features active.

The University supports students' academic success through online tutorials regarding course registration, the learning management system, technology and library resources. Additional assistance also is available by request through the academic advisor or Student Services.

Safety Program

Sarasota University's first priority is the safety of its students, staff, and faculty, online and in-person. ***Students should be aware that SU administrators have access to all courses, lessons, postings, and chats, and they monitor them regularly.*** Individual records and personal information remain private and maintained in accordance with the **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) with limited access allowed by law (FERPA).

No one in the educational community can expect internet communication to be private, whether in emails, course postings, or chats. Issues requiring privacy should be communicated through other vehicles. Students, staff, and faculty are expected to be proactive in ensuring the physical, emotional, and psychological safety of everyone in our learning community.

Drug and Alcohol Policy

Out of concern for the health and well-being of all members of our educational community, Sarasota University's policy on drugs and alcohol prohibits the unlawful possession, use, or distribution of illegal drugs or beverages containing alcohol on University property by students or employees.

Campus Security

While courses are conducted online, should the student need to conduct field research or visit the office, it is important to practice these safety guidelines. Everyone is responsible for safe surroundings and should think and act accordingly. To help prevent crime, and ensure personal safety, students should

- Lock their cars,
- Never leave valuable items in their parked cars,
- Return to their cars in the company of other students when they leave the classroom at night, and
- Report suspicious actions to University personnel.

Course Numbering

All courses are assigned a lettered prefix code representing the academic area along with a three-digit number. Undergraduate courses are numbered from 100 - 499 and Graduate courses are numbered from 500 - 699. This numbering system does not correspond to the Florida Statewide Course Numbering System.

Family Educational Rights and Privacy Act of 1974 (FERPA), as Amended

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Sarasota University maintains all records in accordance with the provisions of FERPA, as amended. FERPA affords students certain rights with respect to their educational records, as noted in the following section.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his

or her view about the contested information.

3. Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date, and place of birth, honors, and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.
- Schools must notify eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

10.0 ADMISSION REQUIREMENTS AND FEES FOR ACADEMIC PROGRAMS

10.1 Admission Procedures

Prerequisite Background

All applicants must have earned 60 credits of related coursework in an undergraduate program. If the applicant has fewer than 60 credits a combination of credits and a portfolio of demonstrated prior learning may be considered.

A Bachelor's degree is required for admission to a graduate program. Prior degrees must be from an appropriately accredited college or university.

Admission Requirements - Master's Programs

To apply for admission to a graduate level master's degree, all applicants must submit the following via email to the Admissions Office:

- Evidence of a baccalaureate degree from a U.S. institution of higher education that is authorized by an accrediting agency recognized by the U.S. department of Education. International students must have their degree evaluated by a recognized member of the National Association of Credential Evaluation Services (NACES) [<http://www.naces.org/members.htm>]. Evaluations and transcripts received directly from the evaluation service will be accepted as official documents. Foreign transcripts that have not been evaluated will not be accepted by the Office of Admissions. All documents issued in a foreign language must have a certified English translation attached.
- Official transcripts from other institutions of higher learning attended for courses to be applied to the program.
- 2.7 GPA or better in all work as an undergraduate student, **or** a "B" or better average in all work attempted in upper division undergraduate studies, **or** a "B" or better average in previous graduate work.
- If the GPA is lower than 2.7, *applicants may appeal with the Provost and be considered for Conditional Acceptance.*
- Current resume
- Valid government issued photo ID
- Personal statement (500 words) of professional and educational goals
- References from two people who can attest to the likelihood of your successful completion of the degree program. A recommendation form (Appendix B) can be found on the University website https://www.sarasotauniversity.edu/wp-content/uploads/2013/03/Recommendation-Form_5_03_13.pdf
- For students for whom English is a second language, a minimum score of 530 on the paper-based or 79 on the computer-based Test of English as a Foreign Language (TOEFL), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report.

The Director of the Admissions will notify the applicant by email of the Admissions Committee's decision concerning acceptance into the University and the desired program.

The application, transcripts, and related documents remain the property of Sarasota University and will be used for reporting purposes. No identifiable information will be shared with any

third party without the student's permission.

Conditional Acceptance

The University's Admission Committee reserves the right to accept a student who does not meet the described admission requirements, under the following conditions which may lead to regular admission:

- The applicant has demonstrated academic potential, has excellent recommendations, and/or has successfully completed master's level classes at an accredited institution; or
- In the admissions committee's assessment of the applicant's work or professional experiences, the applicant would contribute substantially to the learning community.

The committee may prescribe certain conditions, including the number of courses a student may take and the Grade Point Average (GPA) the student must obtain to move to full admission status. Students enrolled under Conditional Acceptance must receive a B or better in their first two courses.

Graduation Requirements

- Satisfactory completion of program requirements including program specific prerequisites and fulfillment of all financial obligations.
- A cumulative grade point average of 3.0 or higher (on a 4.0 scale) and a grade of "C" in no more than 2 courses.
- Completion of the program requirements within five years of enrollment..
- Satisfactory completion of five additional post-AGC Courses (15 additional credits beyond the AGC.)
- A cumulative grade point average of 3.0 or higher (on a 4.0 scale) and a grade of "C" in no more than 2 total courses including courses taken for the AGC.

Admission/Enrollment Agreement

Acceptance into the University is not complete until the enrollment agreement is signed and accepted. The enrollment agreement serves as a contract between the student and the University and describes program requirements for the student. The student and the Vice President of Academic Affairs or Provost sign the enrollment agreement. A copy of the signed agreement will be sent to the student while the original will be filed with the student's academic records. See Appendix A for a copy of the enrollment agreement.

Cancellation of Admission/Enrollment Agreement

The Enrollment Agreement may be canceled at any time, and in any manner, prior to midnight of the fifth (5th) calendar day following the date listed on this enrollment agreement (date accepted by the University), for a full refund of all tuition paid.

Credit for Prior Learning

Sarasota University may accept up to 50% of the academic requirements for a degree from previously completed course work at an appropriate level from another accredited credit granting institution, or awarded up to nine credit hours for non credit coursework from a certified training program. Once a student is accepted and has submitted a signed Enrollment Agreement, the student may request review of prior coursework for transfer credit. For students enrolled in a Bachelor's Program student may apply for credit by submitting the Prior Learning Credit Request Form along with proper documentation.

To be considered for acceptance as transfer credit towards a degree, the course work must meet the following conditions:

- the coursework has been graded C+ or higher for undergraduate credits and B or higher for graduate credits;
- the coursework has not already been applied to a completed degree
- the coursework is related to the program and course requirements for which the transfer credit is requested, as determined by the program faculty; and,
- the coursework has been completed within the previous five years at an appropriately accredited educational institution whose accrediting body is recognized by the Council for Higher Education Accreditation (CHEA).

The Provost will determine the relevancy of the previous coursework and learning experiences, based on the student's transcript, catalog and relevant other documentation (e.g. course syllabus, assignments, handouts, etc.) from the institution where the coursework was taken. Students will be notified of the acceptance or denial of the prior learning credit.

The University also recognizes the viability of certificated training programs through professional organizations and specialty institutions. The University may award up to nine credit hours for work completed in special training programs closely aligned with the degree program. Consideration for approval by the Vice President of Academic Affairs requires recommendation from the Provost based on the equivalency of the prior learning to established course requirements. Once approved, these credits may be applied towards the student's plan of study. (See the program area of the catalog for credit limits).

Certain documented professional experiences may also qualify for awarded credit under this provision. This experience will be evaluated with an oral or written examination, or both.

The total number of credits from transfer courses and credits awarded under this provision may not exceed one-half of the student's program of study. Grades received for transfer credits or awarded for certification course work are not recorded on the student's transcript. The student's GPA is based solely on grades earned in courses completed at Sarasota University.

Transfer of Credits to Another Institution

The acceptance of Sarasota University course credit is the decision of the receiving university. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Course Credit

Courses provide 3 credit hours of credit. They are offered, depending on the program, either completely online or in a combination of online and residence activities. All courses are 8 weeks long. Sarasota University operates on a semester calendar of 16 weeks with each semester divided into two eight week terms.

At the course level, the "45 hour" rule applies for measuring credit hours. This means that the student performs 15 hours of instruction and 30 hours of preparation for each credit hour. For a 3 credit hour course, a student will perform 135 hours of a combination of instruction and preparation. Instructional interaction includes posting and interacting with teachers and students in class discussion boards or chat rooms as well as occasional teleconferences. Students are required to participate in learning activities each week, submitting assignments by the due date.

Six to twelve hours a week is necessary to prepare for instruction, for the study of course materials including readings, and completion of educational assignments. Many courses have a culminating activity, which may be a course-long project, an oral presentation, or a major report/paper. Each course has designated learning activities for program monitoring and quality assessment purposes. Assignments are collected electronically by uploading into the course online learning platform.

10.2 Course Scheduling

Schedule of Courses

The University schedules courses on a semester basis so students may plan their programs. The schedule is available online. Courses are eight weeks long and begin on Tuesday and end on Monday. As appropriate, holidays are incorporated into the schedule with the university closed as indicated on the institution's calendar.

Course Substitutions

Course substitutions and program changes must be requested through the department chairperson or the student's academic advisor by submission of a Course Substitution form. If approved by the Department Chair or Dean, a revised Program of Study form indicating the course substitution will be given to the student, academic advisor, and filed with the student's academic records.

Course Cancellation

The University reserves the right to cancel a course if the enrollment is insufficient. Enrolled students will be notified of course cancellations and offered enrollment in other program appropriate courses.

Non-degree Students

Individuals may be admitted to the University as a non-degree student to obtain undergraduate or graduate credit in regular courses or for special non-credit programs offered to the greater community, sometimes with professional development certificates attached. Admission as a non-degree student does not ensure acceptance into a degree program. Non-degree students may take up to six courses. Students enrolling in non credit professional development workshops are not required to fulfill degree program admission requirements.

10.3 Tuition and Fees

Tuition for the 2023-2024 academic year is \$300 per credit hour (\$900 per three credit course) for undergraduate and masters degree courses. \$600 per credit hour (\$1,800 per three credit course) for doctoral level courses. Full payment for courses is required by Monday of add/drop week of that course, or by special arrangement, as approved.

Tuition, Fees, and Course Materials

Sarasota University has the right to increase the cost of tuition, fees, and course materials. This

increase may occur the first week of September each year. Any student who has paid all of their Program Charges, in full, prior to the start of their Program will not be subject to any increases provided they are on track to complete their Program of Study within 150% the normal time for a full-time student to complete all course requirements.

Payments

All tuition, fees, and other related costs are due prior to the scheduled start-date of your course(s), unless you have arranged to make payments. Details of your total charges* are outlined as shown below. The final cost of a degree program will depend on transfer credits accepted, the cost of textbooks, supplies, and other miscellaneous costs. must submit the

Miscellaneous Fees

Application Fee: for students entering any degree program.	\$50.00
Readmission Fee: for students who have been inactive for more than 12 months or who are entering another degree program.	\$40.00
Course Credit Review Fee: for students requesting the awarding of academic credit for a prior educational experience.	\$150.00
Graduation Processing Fee: ALL students prior to graduation.	\$100.00
Transcript Fee: waived for the first transcript request.	\$5.00

Textbook Costs

Although many of the instructional materials are available electronically at no cost to the student, the cost of textbooks is not covered in course tuition and is approximately \$200 for a Master's degree program. Students are responsible for purchasing their own textbooks and any other instructional materials for each course.

Refund Policy

Students may cancel their course work at any time in writing by email. Students who cancel within **five (5) business** days of signing the Enrollment Agreement will receive a full refund of

tuition monies paid. Students who cancel enrollment after **five (5) business** days will be refunded tuition according to the table below. The \$50 Application Fee or \$40 Readmission fee will not be refunded. Refunds are made on a course by course basis.

Application Fee

The application or readmission fee is nonrefundable.

Tuition Refunds

Tuition may be refunded as noted below. An instructional week begins on Tuesday and ends on Monday.

Amount of Coursework Completed	Tuition Refund
Drop/Add Period (through the end of the first week of classes)	100% of the tuition
Through the end of the second week of classes	80% of the tuition
Through the end of the third week of classes	60% of the tuition
Through the end of the fourth week of classes	40% of the tuition
Through the end of the fifth week of classes	20% of the tuition
After the fifth week of classes	0% of the tuition

- The drop/add week is Tuesday through Monday of the first week of class.
- Refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn.

Sample Refund Calculation

Refund calculations are based on a course by course basis. Refunds are determined based on actual charges to a student, less any applicable discounts or institutional scholarships.

2023-2024 3-cr Masters Tuition	Week of Withdrawal	Refundable Percentage of Tuition	Amount of Tuition University Retains	Amount of Tuition refunded to the Student
\$ 900	1	100 %	\$ 0	\$ 900
\$ 900	2	80 %	\$ 180	\$ 720

\$ 900	3	60 %	\$ 360	\$ 540
\$ 900	4	40 %	\$ 540	\$ 360
\$ 900	5	20%	\$ 720	\$ 180
\$ 900	After week 5	0 %	\$ 1,000	\$ 0

Financial Obligations

Students are expected to be responsible consumers and prepared to meet, in a timely fashion, the financial obligations associated with attending the University. Degrees are granted and transcripts are released only after all financial obligations to the University have been met.

Financial Aid

Sarasota University does not participate in any national, state or local financial aid programs for students. However, students may obtain financial support from outside lenders or other agencies. In addition, students may contact the Director of Student Services (866-582-8448) to discuss their concerns regarding financial assistance. Obtaining financial support is the sole responsibility of the student as Sarasota University neither endorses nor recommends any particular means of obtaining financial aid.

Deferred Tuition Payment Plan

Students may elect to use our deferred payment plan for tuition expenses by notifying admissions and/or student services personnel in writing by email at admissions@sarasotauniversity.edu. A fifty percent payment for classes will be due by the end of the first week of the course. An additional fifty percent payment will be due by the end of the fifth week of each course. Failure to pay the full tuition by the end of the fifth week will result in a \$25.00 fee. Students will not be permitted to enroll in future classes if they have an outstanding and unresolved tuition/fee balance at the end of the semester..

Creditor	Sarasota University
Amount Financed	Up to 50% of tuition, depending on level of scholarship or other financial assistance
Itemization of Amount Financed	One-half of the course tuition, adjusted for scholarship or other financial assistance
Finance Charge	0%

Annual Percentage Rate	0%
Payment Schedule	One half of tuition amount is required by the end of the 2nd week of class, and One half of the tuition amount is required by the end of the 5th week of class.
Total of Payments	Two (2)
Demand Feature	The University will not require repayment of the financed amount prior to the end of the 5th week of class.
Total Tuition Price	BS & MA: \$900; AGC, Ed.S., Ed.D. \$1,800 per course.
Prepayment	There is no penalty for prepayment of financed amount
Late Payment	There is a \$25 fee for late payment of financed amount

Course Drop/Add

Students should use the Drop/Add form to request a change of courses after the registration period has closed. Students may drop or add a course during the first week of class (Tuesday through Monday) by submitting the form (available on the University website) by email to Dr. Pollock at lindsey.pollock@sarasotauniversity.edu. The student should also consult with the Department Chair to determine that the course change is appropriate. Requests to drop a course after the first week are considered *course withdrawals* and require notification of the Department Chair and Vice-President of Academic Affairs.

Course Attendance

Students are encouraged to attend and actively participate in all assigned online activities and course meetings. Activities and assignments for each course are posted on the course website and also contained within the course syllabus. Students should consider their own schedules to be sure they can meet course requirements before registering for a class. Students should notify the course professor as soon as possible, if they are not able to make a class meeting or complete a course assignment or activity by the due date. Incomplete assignments and activities may result in a lowered or failing final grade for the course. If the issue is not resolved a student may appeal in writing to the Vice-President of Academic Affairs.

General Guidelines for Sarasota University Classes

Students must be officially enrolled to receive credit for a class. **Students must log in to the**

course website during the first 5 calendar days from the start date of their course(s). Students who do not log in during this time period may be withdrawn from the course. Sarasota InstroUniversity students generally interact with their professors and other students through the course website, email and by phone. In addition, some courses may have toll-free conference calls augmenting the online course activities. Such requirements are described in the course syllabus with the schedule arranged by mutual agreement of students and professor at the beginning of the course.

The timeline for the completion of assignments is determined by the professor and is posted on the course website and contained in the course syllabus. Students are expected to complete their assignments in a timely fashion. Response time to an assignment or class activity by the professor is determined by the assignment. Generally, students can expect a response from their professor within 48 hours of an assignment submission.

Many courses have similar online components as described below. Each weekly instructional module contains Questions for Discussion (Forum), Assignments, descriptions of scheduled chats, and details related to the Course Project/Culminating Assignment. Full participation and completion of all assignments is expected. Professors may weight (assign a point value to) each component (making the chats equal in value to the discussions, for example). The weighting of the components is posted in the course website and described in the course syllabus.

Discussions (Forums)

On a weekly basis, students post their answers to one or more discussion questions and comment on the postings of two other students (a paragraph of 5 to 7 sentences). This facilitates an exchange of ideas among all the class members. Professors may assign discussion teams to respond/reply to each other in addition to reading the postings of other class members.

Initial responses to discussion questions are posted early in the assigned week to enable other class members time to read and post their comments.

Postings to the Discussion are part of the course requirements.

Synchronous Class Meetings

Students are asked to participate in 3 synchronous class meetings during each course. These meetings enable the students to clarify assignments and course procedures, and to discuss key current issues. Class meetings are generally scheduled at the beginning, middle and end of the course. Meetings are generally scheduled for a weekday evening, after normal business

hours, or on a weekend. Every effort is made to ensure that the majority of students are able to attend.

Course Assignments

Each course has assignments requiring a mix of research and thoughtful reflection. Specific to each course, these “real world” assignments may involve field work (recorded observations), interviews, or brief papers. Often students have options for the type of activity they choose to complete an assignment.

Course Project/Culminating Assignment

Some courses have a Course Project/Culminating assignment in which students bring together and apply acquired knowledge from the course. Students have greater flexibility in identifying and developing this final activity which is intended to demonstrate the application of knowledge and achievement of course outcomes. For other courses, the culminating assignment may be a final examination.

Career Services

Sarasota University makes no promise or guarantee of placement or employment upon graduation or the completion of any course. Sarasota University provides career services, without charge, to all graduates through available online employment resources. In addition, social media sites such as Facebook.com and LinkedIn.com provide opportunities for development of valuable personal and professional networks which may assist in identifying employment possibilities. Current and prospective students are able to receive this information, upon their request, from the Admissions Department.

Per the regulations of the Department of Education based on the "Student Right-To-Know Act," the graduation/completion rates for full-time students must be within 150% of the normal time to complete the Program.

I understand and acknowledge that no one associated with Sarasota University has promised, guaranteed or directly or indirectly implied Career Placement or Employment upon graduation. Records of initial employment of all graduates shall be maintained by the University.

10.4 Academic Standards

Grading Policy

Sarasota University uses a 5-point grading scale. Grades are reported for completed courses.

Letter Grade	Score Range	Grade Point Value
A	90 – 100%	4.0
B	80 – 89%	3.0
C	70 – 79%	2.0
D	60 – 69%	1.0
F	59 and below	0.0
I	Incomplete	
WD	Withdrawn from Course	

Course Extension - Incomplete Grade

The university allows students to submit a formal request in writing to faculty for an incomplete (I) in courses that they are not able to finish by the end of the term in which the student was enrolled. Faculty will review the request, confer with the Provost if necessary, and forward their determination to the registrar for inclusion on the student's transcript. The student will have until the end of the next term in which to complete the course work. Once all course work is submitted the faculty member will post a final grade for the course which will replace the "I" on the student's transcript.

Credit Hours

At the course level, the "45 hour" rule applies for measuring credit hours. This means that the student performs 15 hours of instruction and 30 hours of preparation for each credit hour. For a 3 credit hour course, a student will perform 135 hours of a combination of instruction and preparation.

Proctoring Requirements

Sarasota University works in association with online proctoring services when necessary to supervise some learning experiences. As not all courses require a proctored examination, the course syllabus will indicate if a proctored experience is required for the course. Students may also contact the Provost to inquire about proctored examinations.

Academic Load

Courses are 8 weeks in duration for three credit hours. A semester (Fall, Spring, or Summer) is 16 weeks long with two 8-week terms. Full-time enrollment is considered to be 6 credits per semester. While a student may enroll in two 3-credit courses a term (8-weeks) without permission of their advisor, it is recommended that students consult with their advisor to determine appropriate course selection for timely program completion. Progress will be monitored and students are expected to confer with their advisors regarding any academic issues. Students will not be enrolled in more than 6 credits a term without their advisor's prior approval.

Minimum Time for Degree Completion

The minimum time required for completion of a degree is two years for students who enter the Master's Degree programs with no prior approved credits or approved experiential learning experiences for which academic credit is awarded. Should a student have earned credits that transfer into a program of study or have completed coursework that applies to a program of study, the length of time required to complete the program could be less than two years.

Grade Point Average

The cumulative academic achievement of a student is reported as a grade point average (GPA). Overall grade point average is calculated by dividing the total number of quality points earned at Sarasota University by the total number of credits attempted at Sarasota University. Transfer courses and awarded credits are not counted in a student's GPA.

Repeating a Course

Students are required to retake a course for which they received a grade of D or F and may elect to retake a course for which they received a grade of C. The cost to retake a course is the full fee of the course. The grade for the retake course is a replacement grade and is used in calculating overall GPA for graduation requirements.

Standards for Satisfactory Academic Progress

Students are expected to progress in a timely fashion toward the completion of their degrees. Full Time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most programs can be completed in six semesters or two calendar years although students may choose to complete the program in less time. However, because adult learners lead very busy lives, some students may take more time to complete a program. Graduate students at the Masters level are expected to complete their respective degrees within 5 years.

Satisfactory student progress has three metrics:

- Annual grade point average (GPA),
- Completion of a required percentage of attempted credits, and
- Length of time to degree completion.

Undergraduate students are expected to maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) and a grade of "D" in no more than 2 courses. Graduate students are expected to maintain a minimum GPA of 3.0 with no grade below "C". In addition, an overall GPA of 3.0 is required of Masters degree students for graduation.

Students are expected to successfully complete at least fifty percent of all courses attempted each semester of registration. Attempted credit hours are those for which tuition is charged and does not include transfer or awarded credits. Grade point average and course completion rate will be reviewed by the Provost at the end of each semester.

Students also are expected to complete all academic requirements for a degree within 150% of the program's length. For example, Master's degree programs of 36 credit hours must be completed within 54 total credit hours including transfer and awarded credits. In addition, all programs must be completed within their specified time limit from the initial course registration for the program.

The Provost will review the academic records of program students each semester for compliance with these requirements. Students not having a satisfactory grade point average or required percentage of attempted credits will be placed on Academic Probation. Students not completing all academic requirements within 150% of the program length will be dismissed from the program.

To maintain satisfactory academic progress in a course, students must submit written assignments and participate in regular course discussions and teleconferences as required. If a

student has an emergency and cannot submit a weekly assignment by the due date, the student is responsible for informing the professor. Professors may deduct points for late work. In the event a student will be unable to complete all course work by the end of the term, the student may petition for a course extension by submitting a *Request for Incomplete Grade Form* explaining the extenuating circumstances which prevented the student from successfully completing the course including supporting documentation confirming a personal or immediate family member injury or illness, personal childbirth or divorce, or death of a family member. The request will be reviewed by the course professor and Program Chair and if approved, a grade of 'I' will be given for the course. If the remaining course work is not satisfactorily completed within one term, the grade will be changed to an 'F'.

Academic Probation

Students whose grade point average or percentage of attempted credits falls below the standard for Satisfactory Academic Progress will be placed on Academic Probation for the following semester. To come off Academic Probation, the student must be in compliance with the requirements for Satisfactory Academic Progress. Students not making satisfactory progress at the end of the probation semester will be dismissed from the program.

Academic Dismissal and Readmission

Students not making satisfactory academic progress at the end of the semester on academic probation will be dismissed from their program. Dismissed students may appeal this action, or apply for readmission to their former program after two consecutive terms of dismissal. Students applying for admission to a different program shall meet the current admission requirements for new students in the desired program. Upon application for readmission, the student's academic record will be reviewed to determine if Satisfactory Academic Progress can be attained within two terms and if the program can be completed within the Maximum Time Frame for the degree.

Leave of Absence

On occasion, other obligations prevent continuous enrollment. Students who may need a period away from their studies should discuss that need with the Provost and then fill out and submit a *Leave of Absence Request* form to admissions@sarasotauniversity.edu. Students will be encouraged to take a leave of absence for a short duration (less than one year) rather than to withdraw from the University. A leave of absence may not exceed one calendar year after which a student must return as an active student or withdraw from the University. A student

may take one Leave of Absence per calendar year.

Withdrawal from the University

If a student determines that a leave of absence is insufficient time to accommodate a change in circumstances, withdrawal from the University may be requested by the student. Withdrawal from the University is initiated after a conference with the Provost and the completion of a *Withdrawal from the University form*. The form for withdrawal requires the advisor's signature. The student may initiate a return to the University by contacting Admissions at admissions@sarasotauniversity.edu. Depending on the length of absence, adjustments may be made to the student's Program of Study to align with the current catalog.

Academic Progress Committee and University Council

The **Academic Progress Committee** has the responsibility to review concerns from faculty and students and to make a recommendation for appropriate action(s). These concerns are related to academic issues such as academic progress, classroom decorum less than civil rights violations, grades received, or adherence to University policies.

A recommendation for action made by the **Academic Progress Committee** may not include dismissal from the University. If the concern is of such import that dismissal for the University may be the recommended action, the concern is referred to the Vice President of Academic Affairs for review and submission to the **Provost**. As noted below, only the Provost may dismiss a student.

10.5 Grade Appeals and Student Complaints

Student progress in a course requires the submission of work in a timely fashion. The expectation is that the student's work meets the course standards. The professors at Sarasota University have the authority to extend deadlines and to grade or to not accept work which they deem unsatisfactory or beyond the deadline for submission. Students should understand that the work they submit is treated as final copy and is subject to evaluation against the assignment's standards. It is the prerogative of the professor to request that an assignment be redone before a grade is assigned. Students are encouraged to communicate in a timely fashion any issues that might affect the student's progress in the course.

Faculty members who are professors of record for a class are vested with the primary but not sole authority to grade and report student work in relation to course requirements and standards of performance.

Grading procedures are University-wide standards for assessing and reporting student work. If a student feels that a grade is an unfair representation of their achievement in a course, the student should first talk with the professor. If the outcome of that conversation is unsatisfactory, the student should contact the professor's department head who will discuss the issue with the professor. This discussion may involve the student. If the result of that discussion is unsatisfactory to the student, the student may appeal to the **Academic Progress Committee**. If the student finds the result of that discussion unsatisfactory, the student's next step is an appeal to the Vice-President of Academic Affairs who will refer the appeal to the **Provost**.

Depending on the nature of the complaint, the **Provost** has the authority to uphold previous actions, to dismiss a student, to consult with the professor for clarification and documentation, to recommend an opportunity to submit or resubmit work, and to counsel the professor about a grade change. The University's policy of fairness means that issues related to student progress and achievement are significant, intellectual freedom is respected, and that in a community, determinations of achievement and progress may be a group decision.

Students should make their issue with a course grade or other complaint known by email in a timely fashion (*within 14 days*). Appeals and complaints at the department head level will be handled within seven days of receipt. At the University level, decisions are reported within 30 days. All actions are reported by email or in writing by US or commercial mail (UPS, FedEx). A printed record of all written correspondence between the student and the University regarding the complaint will be kept on file. A *Grade Appeal Form* is available from the Director of Student Services. An appeal of the Provost's decision may be made to the Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, and (888) 224-6684.

10.6 Civil Rights

The University prohibits discrimination or harassment based on race, ethnic, or national origin, religion, age, sex, color, physical or mental condition, marital, or veteran status under any program or activity under its purview. Sexual harassment includes harassment based on gender, pregnancy, childbirth, or related medical condition, and inappropriate conduct of a sexual nature. It is the University's policy that all persons should enjoy freedom from unlawful discrimination of any kind as well as from sexual harassment or retaliation for reporting a complaint.

- This policy applies regardless of the gender or sexual orientation of the complainant or

the alleged harasser.

- This policy prohibits unlawful discrimination or harassment between members of the University community, including between faculty and students, staff and students, and faculty and staff.
- Harassment is defined as unrequested or unwelcomed comments or actions that may interfere with an individual's feelings of security and safety. The University believes a feeling of mental and physical security is essential to academic achievement. Actions that violate an individual's feelings of security are prohibited and individuals who engage in inappropriate or prohibited conduct may be subject to disciplinary action. Counseling may be an initial step in the disciplinary action.
- Harassing, threatening, intimidating behavior, and illegal activities will result in immediate administrative suspension by the senior resident administrator, pending further investigation.

Appeals Procedures for Civil Rights Violations

Persons who observe or may be the target of a civil rights violation are encouraged to report the violation so appropriate action may be taken quickly. Silence is not acceptable by the target or an observer. **The University has a responsibility to investigate all Civil Rights complaints.** Students should report violations verbally or in writing directly to the Director of Student Services (DSS). Faculty and Staff should report violations directly to the University's Vice President of Academic Affairs (VPAA).

The Director of Student Services (DSS) will investigate and respond to Civil Rights complaints of students in writing by email within 7 calendar days. The DSS will also report the complaint, and present particulars of the complaint in writing to the Vice-President of Academic Affairs and may be reported further as required by various laws. This notification will contain any recommendations to ameliorate the complaint. The University Council handles concerns related to a person's civil rights. Records of reported violations and the actions taken are maintained for 7 years and are made available for review by appropriate persons. The Vice-President of Academic Affairs is **the University's designated Civil Rights officer and will report, as appropriate, infractions to appropriate law enforcement.** This procedure is for assistance and awareness so the University can aid the student. It does not prevent the student from directly bringing the issue to law enforcement.

Please notify (a) the Office of the Director of Student Services, and
(b) the Office of the Vice President of Academic Affairs at:
5104 N Lockwood Ridge Rd, Suite 102 Sarasota, FL 34234
Call (866)-582-8448

Appeals of Complaints Not Involving Law Enforcement

For issues that do not necessarily involve law enforcement, students will be notified about a complaint in writing and will be given a fair opportunity to refute the complaint. These complaints, which include matters of academic honesty, personal deportment or feelings of safety, may be handled at the professor or advisor level. A complaint may be by or about a student, faculty, or staff. Some complaints will be moved immediately to the Vice-President of Academic Affairs for decision for further action. All decisions, except those involving law enforcement can be appealed, at the University level. All appeals will be processed in a timely fashion, but no longer than 30 days at any stage.

Complaints about faculty and staff are handled in a similar fashion except the initial review of the complaint will involve the person's immediate supervisor.

11.0 ACADEMIC PROGRAMS

11.1 Degree Programs and Professional Development Seminars

Sarasota University currently offers master's degrees, as well as academic seminars, and professional development activities for which participants may receive certificates and may be eligible for external professional credentials. The academic seminars and professional development activities are not a regular part of the degree programs, but with department approval may be incorporated into the requirements for course completion.

Sarasota University offers the following undergraduate program:

- Bachelor of Science in Montessori Education

Sarasota University offers the following graduate programs:

- Master of Arts in Montessori Education (M.Ed)
- Master of Arts in Montessori Leadership (MA)

The University may offer other non-degree professional development workshops and seminars which are not licensed by the Commission for Independent Education in areas such as:

- School Operations
- Executive Coaching

- Grant-Writing
- Department Leadership
- Project Management

Programs of Study (POS)

Each degree program is outlined in a *Program of Study* (POS), which serves as a listing of the program requirements and a record of achievement towards the requirements for degree completion. Students and advisors use the Program of Study (POS) for course selection and to monitor degree progress. Programs of Study are given to students at the beginning of their program and placed in the student’s advising file for use as part of the enrollment process.

11.2 College of Education

Bachelor of Science Completion Program in Montessori Education (BSEd)

Program Description and Purpose

Sarasota University’s Bachelor of Science Completion Program in Montessori Education provides a solid foundation for educators in all classroom settings. This undergraduate degree provides both a theoretical and conceptual understanding of Montessori education and sets a foundation for teaching success in educational settings around the world. ***This program does not lead to a Montessori credential or state licensure.***

The program is designed for adult learners who:

- Serve Primary and Elementary students
- Desire the challenge and exhilaration of participating in a community of adult learners
- Endeavor to expand their level of professional knowledge and understanding of Montessori education and foundational educational concepts

Program of Study for Bachelor of Science Completion Program in Montessori Education (60 credits)

Course Number	Course Title	Credit Hours
Core Requirements		18

SSC 300	Strengths-Based Philosophy	3
FDN 330	Research and Writing	3
FDN 310	Education and Peace	3
EDUM 301	Foundations and Theories	3
EDU 310	Technology and Education	3
EDUM 411	Professional Growth	3
Montessori Education Courses		42
EDU 406	Students with Unique Needs	3
EDUM 302	Classroom Management	3
EDUM 303	Children's Literature	3
EDUM 304	Historical, Cultural and Social Foundations of Education	3
EDUM 305	Storytelling	3
EDUM 405	Math for Teachers	3
EDUM 406	Human Language	3
EDUM 407	Human Growth and Development	3
EDUM 408	Integrated Montessori Physical Education	3
EDUM 409	The Child in the Family	3
EDUM 410	Arts Infusion	3
EDUM 412	Total Reading - Montessori Literacy Approach	3
STE 301-306	Special Topics in Education	3
STE 401-406	Special Topics in Education	3

All courses in the Bachelor of Science in Montessori Education integrate educational research and incorporate the current techniques for classroom settings. Course outcomes are aligned

with educational research and incorporate the best practices for educational settings. Course outcomes are aligned with the...

MACTE Competencies For Montessori Teacher Leadership Candidates

1. Montessori Philosophy and Human Development...

- A. Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education;
- B. Defines the principles of human growth, development, and educational theories
- C. Demonstrates evidence of personal growth through self-evaluation and introspection;
- D. Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services.

2. Classroom Leadership

- A. Demonstrates the ability to observe, plan and record the needs and progress of children;
- B. Demonstrates sensitivity to the psychological and cultural needs of individual children;
- C. Demonstrates the ability to personalize educational plans for a variety of learning styles;
- D. Identifies and initiates effective classroom leadership strategies that build community; and
- E. Shows awareness of proper channels of communication, administrative functions, and professional conduct.

3. Curriculum Implementation

- A. Implements an integrated Montessori cosmic curriculum;
- B. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- C. Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- D. Utilizes a variety of instructional strategies and assessment methods; and
- E. Demonstrates an awareness and understanding of governmental regulations.

4. Communication and Partnership with Families

- A. Utilizes cultural sensitivity in fostering professional school-family partnerships;
- B. Articulates an awareness of community resources for additional support of children and families; and
- C. Identifies and has knowledge of available professional associations

Bachelor of Science in MONTESSORI EDUCATION

PROGRAM OF STUDY COURSE DESCRIPTIONS

with Program Goal Alignment, and Course Outcomes

SSC 300 Strengths-Based Philosophy

COURSE DESCRIPTION:

This foundational course introduces and develops a frame of assumptions for strengths-based philosophy, as well as creates a framework for dealing with students from a strengths perspective. Originating from the fields of positive psychology, this course will familiarize students with elements of Seligman's theory of Positive Psychology, Clifton's Strengths perspectives, and Purkey's Invitational Theory. Students will develop a new paradigm that will provide a differentiated lens to observe and evaluate students. The underlying assumption being that all students have talents and potential strengths that can provide a mechanism for performance excellence. Leaders are charged with assisting students in the discovery, development, and application of these strengths

GOAL: Students will learn to identify their own personal strengths as well as those of their individual students and create strategies for using these in the Montessori Method.

FDN 330 Research and Writing

COURSE DESCRIPTION:

This course provides an introduction to research methods and exposition. Students will acquire fundamental skills in developing and conducting research through the creation of an effective research question, how to write a review of the literature, and develop an understanding of the principles of quantitative and qualitative research methods. In addition, students will gain an understanding of principles of data analysis, interpretation, and presentation of results.

GOAL:

Participants will understand problems and issues that relate to research, writing, and integrating research into writing.

FDN 310 Education and Peace

COURSE DESCRIPTION:

This course explores a foundational overview of peace psychology principles focusing on the nature, cause, intervention, and prevention of the determinants of peace. Students will analyze

how peace psychology can be applied to a variety of interpersonal settings, and to promote conflict resolution and create non-violent social environments.

GOAL:

The students will gain a deep understanding and appreciation for the role of peace in education and will bring activities of peace into their own settings.

EDUM 301 Foundations and Theories of Montessori

COURSE DESCRIPTION:

This required core course, a blend of both online and in-person class time, offers a thorough historical and philosophical examination of Montessori's view of physical, intellectual, emotional, social, and spiritual aspects of human life and development. This course introduces the program's rigorous standards in writing, discussing, and presenting.

GOAL:

Participants will expand and deepen their understanding of the unifying attributes of the theoretical foundation of the Montessori Method.

EDU 310 Technology and Education

COURSE DESCRIPTION:

This course is designed to provide students with the necessary technical skills required for the classroom teacher of the twenty-first century. The course will orient students to contemporary frameworks for technology education and introduce students to technology based tools and media that support instruction, extend communication outside the classroom, enhance classroom management, and perform administrative routines more effectively.

GOAL:

Students will be aware of and build strategies to navigate current technology devices and applications to support Montessori education.

EDUM 411 Professional Growth

Course Description:

This class will explore professional development strategies for teachers. Like young students, teachers move through different stages of professional development. The students will use reflective methods of actively conceptualizing, applying, analyzing, synthesizing, and/or evaluating. They will discuss and understand five major aspects of a guide's professional

growth – intellectual, physical, didactic, moral, and spiritual.

GOAL:

Participants, using reflective methods, will understand the major aspects of a guide's professional growth. The student will then explore ways to gain professional growth.

EDUM 406 Students with Unique Needs

COURSE DESCRIPTION:

A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, and the advocacy role and legislative issues. Regularly scheduled observations of children are required.

This course considers children with special needs from a critical perspective, drawing on elements of disciplines such as disability studies and social justice. We will approach special needs and disability as an interaction between individual factors (such as the nature and severity of impairment, personal strengths and abilities), and structural factors (such as attitudes of others, enabling or disabling environments).

GOAL:

Your understanding of special education terminology and various areas of exceptionality will afford you increased confidence as you move forward in your coursework and field experiences; and your collaboration with classmates will prepare you for professional collaboration in the future.

EDUM 302 Classroom Management

COURSE DESCRIPTION:

Participants will integrate foundational principles and strategies for leadership in the classroom and managing the environment. Among the techniques and topics for managing time and classroom behavior are the four-step passage to abstraction, control of error, ground rules, The Great Period, CORA, fuzzy sequencing, and the use of student notebooks.

GOAL:

Participants will learn foundational principles and strategies for leadership in the classroom.

EDUM 303 Children's Literature

COURSE DESCRIPTION

An introduction to children's literature, values of literature, genres of children's literature, the qualities of classic and current children's literature, and methods to integrate literature into the preschool and elementary Montessori classroom. The Montessori view of fiction, fantasy, and realistic literature and children will be explored.

GOAL:

Participants will come to appreciate the beauty, value, and importance of Children's Literature. They will enthusiastically read aloud and tell stories to children.

EDUM 304 Historical, Cultural and Social Foundations of Education

COURSE DESCRIPTION:

This is an introduction to the historical, cultural, and philosophical foundations of modern education, public, charter, and private, including Montessori education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching, especially Montessori teaching, as a profession.

GOAL:

Participants will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching, especially Montessori teaching, as a profession.

EDUM 305 Storytelling

COURSE DESCRIPTION:

Explore the origin and art of oral storytelling. Provide a variety of oral storytelling techniques, styles and exercises to enhance the understanding and delivery of telling stories. Storytelling literature and the history of storytelling will be surveyed. Assist in the integration and application of storytelling to the learning environment in the classroom. The practice of telling stories orally to children will receive the major emphasis.

GOAL:

Participants will expand and deepen their understanding of the theoretical and historical foundations of storytelling and its applications in Montessori environments.

EDUM 407 Human Growth and Development

COURSE DESCRIPTION:

An introduction to developmental psychology, the course explores the different stages of human life- Prenatal, Infancy, Childhood, Adolescence, and Young Adulthood- and the biological, psychological and social changes occurring in individuals during them. Concepts related to the Montessori's theories of development will be integrated throughout the course. Application of theory to the pre-school and school setting are discussed. Topics also include the impact of culture and diversity on learning.

GOAL:

Participants will have an understanding of the different stages of human life through study of developmental theories and research, with an emphasis on a Montessori philosophical lens and application to school and cultural settings.

EDUM 408 Integrated Montessori Physical Education

COURSE DESCRIPTION:

This is a basic course designed to acquaint students with knowledge and skills necessary to create and successfully implement Montessori inspired games. Students will gain an understanding of the role of a physical educator in Montessori settings even if they are the classroom teacher. This includes curricular components and class approaches. The course will also include an orientation to concepts of PE specific observation, the structure of a typical PE class, providing feedback, encouraging participation, and utilizing sports to teach culture.

GOAL:

Participants will be able to integrate themes from the Montessori classroom with games they create in the PE classroom.

EDUM 409 The Child in the Family

COURSE DESCRIPTION:

Students examine family life from historical and cultural perspectives, particularly its influence on the development of young children. A critical examination of the changing American family is central to this course. Strategies for effective parenting and educational interventions for working with young children and families from a variety of cultural settings are also emphasized. Throughout the course, students apply Montessori philosophy to their partnerships with families. Students will have opportunities to explore current issues addressing families including the changing role of fathers, the impact of economic stress on families, same sex parenting, grandparents raising grandchildren, and realistic expectations for family involvement in today's Montessori school communities.

GOAL:

This course will provide students with the knowledge to understand how family, school and community affect the learning of young children. Students will gather information about how history, diversity, and social settings have influenced the manner in which families, schools and communities attend to the learning needs of children. Students will investigate the role of social agencies in helping to link communities, families and schools.

This course is designed to be rigorous and challenging. All course work, assignments, and class discussions will emphasize higher order and critical thinking. Whether in posting, presenting, or writing, this requires accuracy, clarity, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. In the best tradition of graduate study, you will be immersed in educational thinking, inquiry, research, discussion, and writing.

EDUM 410 Arts Infusion

COURSE DESCRIPTION:

This course will present methods of teaching the arts (music, dance, drama, visual art, and storytelling) in the preschool and elementary grades, as subjects in their own right, and integrated with other curricular areas.

GOAL:

The students will gain confidence in successfully infusing the Arts into the Montessori classroom.

EDUM 412 Total Reading: A Montessori Literacy Approach

COURSE DESCRIPTION:

This course will examine eight key elements of what Montessori called Total Reading as it is taught in Montessori programs. These are Creating a Literacy Culture; Emergent Literacy; Working with Words and Grammar; Penmanship and Creative Writing; Passing from Writing to Reading; Oral Language, Vocabulary, and Fluency; Speaking; and Listening and Viewing. Each of these will be examined in terms of importance, and applicability. Special attention will be paid to materials and methods for implementing these areas in Montessori classrooms.

GOAL:

To bring the students to a deep understanding of Montessori theory and practice as it relates to total literacy.

STE 301-306 Special Topics in Education and STE 401-406 Special Topics in Education

GENERAL DESCRIPTION:

Advanced Special Topics in Education (STE) courses offer advanced undergraduate students the opportunity to conduct an independent study in education with guidance from a faculty advisor. The advisor and the student develop a learning plan for the semester and conduct regular meetings to discuss the student's project. Students are expected to submit work on a weekly or bi-weekly basis.

Master of Arts in Montessori Education (MAEd)

Program Description and Purpose

This Master of Arts degree in Montessori Education prepares highly skilled, professional Montessori educators. It is designed to meet the needs of Montessori credentialed educators who have already earned, or are in the process of earning, a credential from a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

Graduates receive a Master of Arts in Montessori Education from Sarasota University. The degree emphasizes both practical online and field-based Montessori classroom learning experiences. Supporting this approach, course offerings incorporate a variety of distance education techniques. The Montessori Teacher Education Programs that have a recognized affiliation with Sarasota University have been accredited by the Montessori Accrediting Council for Teacher Education (MACTE), the U.S. Department of Education, recognized accrediting agency for Montessori education.

The Montessori courses represent a specialization in Montessori education. These standards are embedded throughout the coursework and internship. The program is designed to prepare early childhood through secondary school Montessori credentialed teachers for career advancement and leadership roles in public, private, charter, and nonpublic schools and school systems as well as working in Montessori teacher education programs and Montessori organizations. ***This program does not lead to a Montessori credential or state licensure.***

Program Goals

Graduates of the Montessori Education Program will:

1. Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
2. Advance equity and agency across geographic, belief-based, economic, societal, and political borders.
3. Pass leadership learnings on to students and other community stakeholders.
4. Implement leadership skills in classroom management, observation, and curriculum planning and implementation.
5. Create structures that advance organizational and professional learning.
6. Design effective and positive strengths-based Montessori learning and assessment activities for a diverse audience.
7. Display and implement fundamental Montessori knowledge and understanding. 8. Provide students with an engaging learning environment.
8. Practice strategic leadership that promotes a vision, mission, values, beliefs, and goals for ethical, mission-driven 21st century schools.

9. Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
10. Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Program of Study for Masters in Montessori Education (36 credits)

Course Number	Course Title	Credit Hours
Core Requirements		18
EDL 600	Strengths-Based Educational Leadership	3
EDU 620	Improving Schools Through Data-Driven Change	3
EDU 621	Culturally-Responsive Education	3
EDU 622	Brain-Based Learning	3
EDU 623	Peace in Education	3
EDU 624	Comparative Educational Philosophies	3
Montessori Foundations		6
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3
Montessori Teaching Concentration (select <i>one of the following</i>)		9
<i>Early Childhood</i>		
EDUM 523	Montessori Early Childhood Methods I	3
EDUM 624	Montessori Early Childhood Methods II	3
EDUM 625	Montessori Early Childhood Methods III	3
<i>Elementary I</i>		
EDUM 533	Montessori Elementary I Methods I	3
EDUM 634	Montessori Elementary I Methods II	3

EDUM 635	Montessori Elementary I Methods III	3
<i>Elementary I & II</i>		
EDUM 543	Montessori Elementary I & II Methods I	3
EDUM 644	Montessori Elementary I & II Methods II	3
EDUM 645	Montessori Elementary I & II Methods III	3
Capstone Requirement		3
EDUM 619	Leadership in the Montessori Setting	3

All courses in the Master’s of Arts Program - Montessori Education, integrate current educational research and incorporate the best practices for curriculum and instruction. Course outcomes are aligned with the...

MACTE Competencies For Montessori Teacher Leadership Candidates

1. Montessori Philosophy and Human Development...

- E. Defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education;
- F. Defines the principles of human growth, development, and educational theories
- G. Demonstrates evidence of personal growth through self-evaluation and introspection;
- H. Demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services.

2. Classroom Leadership

- F. Demonstrates the ability to observe, plan and record the needs and progress of children;
- G. Demonstrates sensitivity to the psychological and cultural needs of individual children;
- H. Demonstrates the ability to personalize educational plans for a variety of learning styles;
- I. Identifies and initiates effective classroom leadership strategies that build community; and
- J. Shows awareness of proper channels of communication, administrative functions, and professional conduct.

3. Curriculum Implementation

- F. Implements an integrated Montessori cosmic curriculum;
- G. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- H. Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- I. Utilizes a variety of instructional strategies and assessment methods; and
- J. Demonstrates an awareness and understanding of governmental regulations.

4. Communication and Partnership with Families

- D. Utilizes cultural sensitivity in fostering professional school-family partnerships;
- E. Articulates an awareness of community resources for additional support of children and families; and
- F. Identifies and has knowledge of available professional associations

MONTESORI EDUCATION - emphasis on Curriculum and Instruction

PROGRAM OF STUDY COURSE DESCRIPTIONS

with Program Goal Alignment, and Course Outcomes

EDL 600 Strengths-Based Educational Leadership (3 credits)

Based upon a background of positive psychology (Seligman), and strengths psychology (Clifton) strength-based leadership emphasizes the development of strengths in others, rather than the remediation of individual weaknesses as a way of doing business. Using the framework of strength based leadership, students will learn how to apply leadership theory in a way which promotes a culture of commitment, rather than simply compliance. Students will study their own strengths and how to build an educational community around the strengths of each employee to move their schools to greater academic achievement. Florida Leadership Standards will be addressed via a crosswalk of the strength-based approach to traditional leadership practice.

Program Goal Alignment

- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Compare and contrast Strengths Theory, Seligman’s Positive Psychology Theory, and Purkey’s Invitational Theory.
2. Identify top five strengths and create strategies for developing a deeper understanding of

their value in context and application with people and processes.

3. Understand and apply the tenets of positive psychology by developing a plan on how to focus on a person's talents and facilitate higher levels of growth in areas such as hope, self-esteem, happiness, hope, optimism, purpose, and resiliency.
4. Analyze the power of partnerships and how important these relationships can be in the development of competence, self-identity, and professional development.
5. Identify and describe important leadership traits within an organizational context, and the added value of strengths-based leadership as a catalyst of productivity, innovation, and increased energy.
6. Describe how to observe and recognize the strengths of others, including students.
7. Apply and demonstrate a strengths paradigm to teaching and learning and guide a student's desire to learn and grow, develop interest and increased energy from the learning process, and reach increased academic performance.
8. Develop a self-awareness of leadership capacities and develop an action plan for factors that are vital to leading others and organizations.

EDU 620 Improving Schools through Data-driven Change (3 credits)

Students will study generic and their institution's test, attendance, and graduation data to discuss and describe possible paths to improvement. This course is designed to move leaders from "I think" solutions to "the data suggest" solutions. Students will practice "real world" decision-making to meet the standard: "High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement." Students will personalize their study to meet the needs of their charter, public and traditional private Montessori schools.

Program Goal Alignment

- Create structures that advance organizational and professional learning.

Course Outcomes

1. Identify and outline the various ways that data can be collected and how the data can be used to inform decisions.
2. Describe how data provides educators with an overview of the strengths and weaknesses in

targeted areas and why this is important.

3. Outline the eight steps that help guide the data-driven decision-making process.
4. Explain the Sustainable School Improvement Cycle and the benefits.
5. Identify and outline essential elements of a solid action plan.
6. Describe how baseline benchmarks and other measurements affect developing an action plan.
7. Explain how student achievement data collection and implementation can determine how well that data support the instructional decision making by principals and teachers.
8. Describe how your personal strengths align to data tasks of a school administrator.

EDU 621 Culturally-Responsive Education (3 credits)

In this course, students will explore and analyze various organizational, management, and instructional strategies that work best for educating culturally diverse students. While actively experiencing responsive education within a learning community, students will reflect on diverse cultural experiences to form a personal understanding as a basis to integrate multicultural school/classroom experiences to improve the academic success of all students by building on student personal strengths. The theory of “Multiple Intelligences” and current research available in educational neuroscience will be the basis for developing a plan for meeting student needs to enhance student cognitive, social, and emotional success through a nurturing school/classroom environment.

Program Goal Alignment

- Practice strategic leadership that promotes a vision, mission, values, beliefs, and goals for ethical, mission-driven 21st century schools.
- Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.

Course Outcomes

1. Compare and contrast how school culture can impact and affect the leading, teaching, and learning, of a school.
2. Analyze and describe visible and implicit ways that a school’s culture can reveal itself to administrators, teachers, students, and parents.
3. Identify and describe how culture creation is an important role for educators and administrators to help shape the culture of a school.
4. Identify and describe how educators and administrators can create a culture that fosters and supports student learning outcomes.
5. Identify school culture factors that support developing professional capacity.

6. Analyze and describe challenges that teachers and school leaders face in working with parents/caregivers in culturally diverse communities and provide suggestions for overcoming those challenges.
7. Outline how school partnerships with the community can benefit student learning.
8. Analyze and describe a realistic time frame for planning a school culture re-boot from the idea phase to sustaining improved practice.
9. Identify and list key activities of school culture reboot that should occur during the first year of the reboot process.
10. Reflect on your personal strengths and how they can aid in creating a culturally responsive school.

EDU 622 Brain-Based Education (3 credits)

In this course, students will explore brain research to examine developments in the field of neuroscience, and how these new understandings about the brain and learning can influence classroom practices. Class participants will actively construct their own learning making it personally relevant to their various teaching settings. Topics to be explored include how the brain processes, stores, and retrieves information, art infused across the content areas, processes involved in higher order thinking and learning, transfer of learning, and critical thinking.

Program Goal Alignment

- Advance equity and agency across geographic, belief-based, economic, societal, and political borders
- Design effective and positive strengths-based Montessori learning and assessment activities for a diverse audience.

Course Outcomes

1. Compare and contrast the brain-based learning and the Strengths-based philosophy.
2. Explore neuroscience and constructivism and analyze how they align to brain-based learning.
3. Describe the importance of the prepared environment and its correlation with brain function.
4. Explore and outline what occurs in the brain function when one experiences stress.
5. Explore the impact of external factors (such as nutrition, poverty, general health, etc.) on brain function.
6. Outline the primary functions that are housed in the right or left sides of the brain.
7. Explain the effect of neurochemicals on brain function.
8. Compare and contrast extrinsic and intrinsic motivation and provide three examples of each.
9. Describe how your personal strengths align to creating a brain-based learning environment.

EDU 623 Introduction to Peace Psychology (3 credits)

This course explores a foundational overview of peace psychology principles focusing on the nature, cause, intervention, and prevention of the determinants of peace. Students will analyze how peace psychology can be applied to a variety of interpersonal settings, and to promote conflict resolution and create non-violent social environments.

Program Goal Alignment

- Design effective and positive strengths-based Montessori learning and assessment activities for a diverse audience.
- Display and implement fundamental Montessori knowledge and understanding
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Define and understand Peace Psychology Principles.
2. Identify how to implement Peace Psychology principles and how to measure and validate the effectiveness of these principles in the classroom.
3. Outline why Maria Montessori developed peace education as part of her practice
4. Identify the nature and cause of determinants of peace in the classroom.
5. Identify, develop, and implement specific peace-keeping strategies for various age groups.
6. Outline both short and long-term benefits of peace-focused instruction for students.
7. Describe how self-awareness evolves in children of various ages and what must occur for this to happen.
8. Create a diagram of a peaceful space for your classroom and label the diagram with the materials selected.
9. Describe how to create and maintain peaceful relationships with students, parents/caregivers, staff, administration, and the community.
10. Identify ways to extend and implement peace education in the home.
11. Create ideas for community peace projects.

EDU 624 Comparative Educational Philosophies (3 credits)

Students will explore various educational theorists such as Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Piaget, and Gesell. Developmental Learning Theory, Behavioral Theory, Cognitive Theory, Holistic Theory, and Maturation Theory will be explored as students compare and analyze educational philosophies.

Program Goal Alignment

- Implement leadership skills in classroom management, observation, and curriculum planning and implementation
- Display and implement fundamental Montessori knowledge and understanding.

- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.

Course Outcomes

1. Research, compare, and contrast the philosophies of Dewey and Montessori.
2. Research, compare, and contrast the philosophies of Frobel and Montessori.
3. Research, compare, and contrast the philosophies of Waldorf, Emilia, and Montessori.
4. Research, compare, and contrast the philosophies of Pestalozzi, Piaget, Vygotsky, and Montessori.
5. Research, compare, and contrast the philosophies of Gesell, Rousseau, and Montessori.
6. Research, compare, and contrast the philosophies of Erikson, Maslow, Gardner, and Montessori.
7. Research, compare, and contrast Behavioral and Cognitive Theory.
8. Research, compare, and contrast Holistic Theory and Maturation Theory.

EDUM 601 Montessori Philosophy (3 credits)

This course covers the etiology of and the basic philosophical underpinnings of Montessori Education; including a review of the life of Dr. Maria Montessori. The course compares and contrasts Montessori philosophy with other current educational theoretical models such as Gardner's theory of Multiple Intelligences. The course also covers a positive philosophy to education, and Strengths Theory.

Program Goal Alignment

- Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
- Display and implement fundamental Montessori knowledge and understanding.

Course Outcomes

1. Explain Dr. Montessori's theory of the way that children naturally learn.
2. Appreciate the significant features involved in the Montessori philosophy in relation to the teacher, the child, and the environment.
3. Develop a deeper understanding of how your top five strengths align to key components in the Montessori theory.
4. Explore strategies to help students and teachers discover and use their strengths in the Montessori classroom.
5. Articulate and demonstrate a philosophy of education that respects and treats children with dignity, equality, and social responsibility, across national, racial, economic, and ideological boundaries.
6. Discuss the development of Montessori theory and identify its major elements.

7. Apply Montessori theory and principles as they relate to all aspects of the curriculum.
8. Interpret curriculum theory, Montessori core and cosmic curriculum, and their rationale and sequence.

EDUM 602 Montessori Classroom Observation and Management (3 credits)

The course addresses Montessori focused practices regarding classroom observation and management. The combination of personal reflection on classroom observation and management, as well as, actual classroom observations is used to deepen the student's understanding, appreciation of, and ability to apply course topics.

Program Goal Alignment

- Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
- Create structures that advance organizational and professional learning.
- Display and implement fundamental Montessori knowledge and understanding.

Course Outcomes

1. Explain Montessori's vision of observation and the three-period lesson.
2. Describe the role of the Montessori teacher to develop the social, emotional, & academic growth of students.
3. Outline a plan to prepare the learning environment for student success, accounting for various age groups.
4. Identify effective strategies for management and discipline in a Montessori learning environment.
5. Describe the key elements for preparing the learning environment for student success.
6. Implement and analyze various observation techniques to use with children from 2½ to 14 years of age.
7. Compare and contrast effective ways to measure student learning outcomes in a Montessori class.
8. Enhance knowledge of child development by completing at least two (2) observations of children.

Early Childhood Concentration – Ages 3-6

EDUM 523 Montessori Early Childhood Methods I

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: practical life, sensorial, mathematics, language arts, and sciences. Students will focus on comprehending and analyzing concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages three to six

years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Develop a suitable match between assessment of need and learning activities provided in Practical Life and Sensorial.
2. Demonstrate knowledge of the Practical Life materials and how they are presented..
3. Demonstrate knowledge of the Sensorial materials and how they are presented.
4. Demonstrate a broad repertoire of teaching strategies, i.e., structure of the environment; use of manipulative materials for exploration and demonstration; utilization of verbal strategies such as inquiry, explanation, imitation, and dramatization.
5. Demonstrate the ability to plan and implement individual and small group activities.
6. Design and evaluate Practical Life and Sensorial curriculum materials and resources, appropriate to children with varying abilities and cultural backgrounds.

EDUM 624 Montessori Early Childhood Methods II

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: practical life, sensorial, mathematics, language arts, and sciences. Students will focus on synthesizing and applying concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages three to six years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase personal and professional capabilities.

Course Outcomes

1. Develop a suitable match between assessment of need and learning activities provided in Mathematics and Language Arts.
2. Demonstrate knowledge of the teaching of mathematics including basic counting, advanced

counting, the decimal system, memorization of basic facts, beginning fraction skills, and the small bead frame.

3. Demonstrate knowledge of the teaching of language arts including oral language, phonetic analysis, phonics, initial writing, handwriting skills, beginning grammar skills, and reading.
4. Develop an understanding of the sequence of materials in Mathematics and Language Arts.
5. Encourage the use and construction of numeracy and literacy skills.

EDUM 625 Montessori Early Childhood Methods III

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, and sciences. Students will explore classroom leadership and innovation, authentic assessment, partnering with parents, and professional responsibilities. Students will focus on evaluation and creation concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages three to six years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Explain the materials, content, presentation, methods, and rationale for the study of history and geography, science, art, music, and movement in the Montessori Children's House.
2. Demonstrate knowledge of the teaching of social studies, science, art, and music and movement.
3. Design and evaluate history and geography, science, art, and music and movement curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
4. Create new materials and presentations related to the children's interest and particular local culture.
5. Identify connections to other areas of curriculum, such as art, practical life, sensorial, mathematics, and language arts.

Elementary I Concentration – Ages 6-9

EDUM 533 Montessori Elementary I Methods I

This course will explore Montessori methods, practices, and pedagogy across multiple

disciplines, including: mathematics, language arts, and sciences. Students will focus on comprehending and analyzing concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to nine years old, and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Demonstrates knowledge of the teaching of mathematics.
2. Demonstrates knowledge of the scope and sequence of the curriculum related to mathematics.
3. Articulates the rationale and sequence of the Montessori curriculum in mathematics.
4. Demonstrates proficiency in applying Montessori principles in the context of the mathematics curriculum, learning materials, and lesson presentations

EDUM 634 Montessori Elementary I Methods II

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, and sciences. Students will focus on synthesizing and applying concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to nine years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Appreciate the significant features involved in the Montessori theory in relation to the teacher, the child, and the environment
2. Define Cosmic Plan, Cosmic Education, and Cosmic Tasks.
3. Discuss the five central themes and the Great Lessons.

4. Identify cosmic components and programming from Montessori Children's House (Preschool) through the secondary program.
5. Understand when and where storytelling may be applicable in classrooms and schools.
6. Identify the five central themes in Montessori elementary and above.
7. Tell stories fluently, such as the Great Lessons.

EDUM 635 Montessori Elementary I Methods III

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, and sciences. Students will explore classroom leadership and innovation, authentic assessment, partnering with parents, and professional responsibilities. Students will focus on evaluation, and creation concepts. Students will focus on the synthesis, evaluation, and creation levels of Bloom's Revised Taxonomy. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to nine years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Demonstrates knowledge of the teaching of Language Arts and Literacy.
2. Demonstrates knowledge of the teaching of Geometry.
3. Demonstrates knowledge of the scope and sequence of the curriculum related to Language Arts and Literacy.
4. Demonstrates knowledge of the scope and sequence of the curriculum related to Geometry.
5. Articulates the rationale and sequence of the Montessori curriculum in Language Arts and Literacy.
6. Articulates the rationale and sequence of the Montessori curriculum in Geometry.
7. Demonstrates proficiency in applying Montessori principles in the context of the Language Arts and Literacy curriculum, learning materials, and lesson presentations.
8. Demonstrates proficiency in applying Montessori principles in the context of the Geometry curriculum, learning materials, and lesson presentations.

Elementary I & II Concentration – Ages 6-12

EDUM 543 Montessori Elementary I & II Methods I

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, & sciences. Students will focus on comprehending and analyzing concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to twelve years old, and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.
2. Demonstrate knowledge of the teaching of Upper Elementary history, geography, and science.
3. Demonstrate knowledge of the scope and sequence of the curriculum related to Upper Elementary history, geography, and science.
4. Demonstrate knowledge of environmental design and preparation with respect to social studies and science.

EDUM 644 Montessori Elementary I & II Methods II

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, & sciences. Students will focus on synthesizing and applying concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to twelve years old, and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Articulates the rationale and sequence of the Montessori curriculum

2. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations
3. Demonstrates knowledge of the teaching of Upper Elementary Arithmetic.
4. Demonstrates knowledge of the scope and sequence of the curriculum related to Upper Elementary Arithmetic.

EDUM 645 Montessori Elementary I & II Methods III

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, and sciences. Students will explore classroom leadership and innovation, authentic assessment, partnering with parents, and professional responsibilities. Students will focus on evaluation and creation concepts. The curriculum is geared towards the learning needs and developmental readiness of children who are ages six to twelve years old and is aligned to the MACTE standards.

Program Goal Alignment

- Provide students with an engaging learning environment.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Articulates the rationale and sequence of the Montessori curriculum.
2. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.
3. Demonstrates knowledge of the teaching of Upper Elementary Language Arts.
4. Demonstrates knowledge of the teaching of Upper Elementary Geometry.
5. Demonstrates knowledge of the scope and sequence of the curriculum related to Upper Elementary Language Arts and Geometry.

EDUM 619 Leadership in a Montessori Setting (3 credits)

This course requires Montessori classroom experience that will provide practical application of Montessori knowledge and skills. Educators will demonstrate teaching methods through classroom management experience, development of student work plans, and delivery of Montessori lessons.

Program Goal Alignment

- Display knowledge of the best instructional and school practices that result in an environment

of accountability and high standards for all students.

- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.
- Pass leadership learnings on to students and other community stakeholders. Implement leadership skills in classroom management, observation, and curriculum planning and implementation.
- Create structures that advance organizational and professional learning.
- Design effective and positive strengths-based Montessori learning and assessment activities for a diverse audience.
- Display and implement fundamental Montessori knowledge and understanding. Provide students with an engaging learning environment.
- Practice strategic leadership that promotes a vision, mission, values, beliefs, and goals for ethical, mission-driven 21st century schools.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Identify and develop a list of leadership skills specific for a lead teacher, level lead, committee head, curriculum coordinator, board member, having a student teacher or practicum student and the interrelatedness of the web of connections.
2. Identify personal biases, cultural history/experiences and become culturally aware of the interaction with others.
3. Analyze leadership paradigms and identify personal preferences in leadership style.
4. Prepare for and lead materials practice sessions and/or other community events.
5. Examine various protocols for use in practice and apply them in groups.
6. Reflect on the dynamics of leadership and personal preparation of the leader.
7. Create and introduce guidelines for peace education.
8. Reflect on the impact of leadership and implications for future opportunities.

Master of Arts in Montessori Leadership (MA)

Program Description and Purpose

This master's degree is for people who want to develop a career in education with a Montessori Leadership perspective. These may be heads of Montessori schools who want to improve their leadership and managerial skills, teachers and others who aspire to lead a Montessori school, or others who have an interest in diversifying their skills in educational school leadership. The

foundation of the program are the educational leadership standards of the Montessori Accreditation Council for Teacher Education (MACTE). The shared emphasis for Sarasota University and MACTE is on visionary leadership.

The program emphasizes practical preparation for effective leadership in a Montessori school setting. This is accomplished, in part, through the examination and understanding of the Montessori philosophy, the approach to curriculum and classroom instruction, finance and the use of data to support student learning..

The Montessori courses are written for leadership and represent a specialization in Montessori Leadership in education. The MACTE standards are embedded throughout the coursework and practical application. The program is designed to prepare early childhood through secondary school practitioners for administrative positions in public, private and charter school systems world-wide. ***This program of study does not lead to state licensure as a school assistant principal, principal, or other building or district administrator.***

Graduates of the Montessori Leadership Program will:

1. Practice strategic leadership that promotes a vision, mission, values, beliefs and goals for ethical, mission-driven 21st century schools.
2. Create structures that advance organizational and professional learning.
3. Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
4. Advance equity and agency across geographic, belief-based, economic, societal, and political borders
5. Share leadership strategies and lessons with educators, students and community members.
6. Implement managerial leadership skills in budgeting, staffing, problem solving, and communicating in order to meet the 21st century needs of every classroom.
7. Display and implement fundamental Montessori knowledge and understanding.
8. Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Program of Study for Masters in Montessori Leadership (36 Credits)

Course Number	Course Title	Credit Hours
Core Requirements		9

EDL 600	Strengths-Based Educational Leadership	3
EDU 620	Improving Schools Through Data-driven Change	3
EDU 621	Culturally-Responsive Education	3
Montessori Foundations		9
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3
EDUM 609	Survey of Elementary Montessori Curriculum for Administrators	3
Montessori Leadership Concentration		15
EDL 601	School Law	3
EDL 603	Educational Budgeting and Finance	3
EDL 604	Human Resources: Process and Staff Development	3
EDL 608	Problem-solving and Visionary Leadership	3
EDL 610	Ethical School Leadership	3
Capstone Requirement		3
EDUM 619	Leadership in the Montessori Setting	3

All courses in the Master's of Arts Program - Montessori Leadership, integrate current leadership research and incorporate the National Standards for Educational Leaders. Course outcomes are aligned with the **MACTE Competencies for Montessori Administrators**.

MACTE Competencies for Montessori Administrators

1. Leadership Skills

- A. Montessori Leadership Principles: Demonstrate how Montessori principles are actualized in school leadership.
- B. Personal and Professional Growth: Engage in personal and professional growth to support staff, faculty, and student success.
- C. Equity, Inclusiveness, and Cultural Responsiveness: Understand and cultivate equitable practices, resources, and services that support equity.
- D. Ethics: Model ethical behavior in personal conduct and advocate for ethical and legal

decisions.

2. Faculty & Staff Management

- A. Onboarding Faculty & Staff: Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty & staff.
- B. Support for Faculty & Staff: Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.
- C. Management of Faculty & Staff: Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.

3. Educational Program

- A. Montessori Philosophy: Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
- B. Montessori Curriculum: Demonstrate an understanding of the Montessori curriculum at each age level, its implementation, and expectations for Montessori teachers.
- C. Educational Identity, Culture & Policies: Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
- D. Community Engagement: Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

4. Operations and Management

- A. Finances and Fundraising Demonstrate knowledge of effective utilization of resources and fiscal management practices. Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.
- B. Facility Management and Environment: Design Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
- C. Marketing, Enrollment and Retention: Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrate the ability to develop and implement a system to encourage family retention.
- D. Educational Law: Demonstrate knowledge of school/child-care governmental regulations and policies.
- E. Principles and Leadership of Governance: Demonstrate knowledge of the different types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
- F. Strategic Planning: Demonstrate an understanding of the role of strategic planning and the ability to utilize it for school improvement.

MONTESSORI LEADERSHIP PROGRAM OF STUDY COURSE DESCRIPTIONS

EDL 600 Strengths-based Educational Leadership (3 credits)

Based upon a background of positive psychology (Seligman) and strengths psychology (Clifton), strength-based leadership emphasizes the development of employee strengths, rather than the remediation of individual weaknesses, as a way of doing business. Using the framework of strengths-based leadership, students will learn how to apply leadership theory in a way which promotes a culture of commitment, rather than simply compliance. Students will study their own strengths and how to build an educational community around the strengths of each educator and school community member to support student growth. Florida Leadership Standards will be addressed via a crosswalk of the strength-based approach to traditional leadership practice.

Program Goal Alignment

Utilize Positive Psychology and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Compare and contrast Strengths Theory, Seligman's Positive Psychology Theory, and Purkey's Invitational Theory.
2. Identify your top five strengths and create strategies for developing a deeper understanding of their value in context and application with people and processes.
3. Understand and apply the tenets of positive psychology by developing a plan on how to focus on a person's talents and facilitate higher levels of growth in areas such as hope, self-esteem, happiness, optimism, purpose, and resiliency.
4. Analyze the power of partnerships and how important these relationships can be in the development of competence, self-identity, and professional development.
5. Identify and describe important leadership traits within an organizational context, and the added value of strengths-based leadership as a catalyst of productivity, innovation, and increased energy.
6. Describe how to observe and recognize the strengths of others, including students.
7. Apply and demonstrate a strengths paradigm to teaching and learning and how to guide a student's desire to learn, grow, develop interest, and increase energy from the learning process, and reach increased academic performance.
8. Develop a self-awareness of your own leadership capacities and develop an action plan for factors that are vital to leading others and organizations.

EDL 601 School Law (3 credits)

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the United States Constitution. This will include federal and state statutes and regulations (state and federal statutory and regulatory provisions), as well as, tort and contract liability as they influence public education. Students will explore federal and state regulations

covering specific processes and procedures when working with parents, students and educators.

Program Goal Alignment

- Create structures that advance organizational and professional learning.

Course Outcomes

1. Identify, analyze, and provide examples of the four primary sources of law.
2. Differentiate between substantive and procedural due process as they relate to student discipline.
3. Analyze appropriate school governance roles at the federal, state, and local levels.
4. Construct appropriate responses to Establishment Clause and Free Exercise Clause issues.
5. Analyze issues related to school liability based on knowledge of state and federal law.
6. Define the role of due process in personnel management and explain effective documentation and remediation procedures.
7. Summarize concepts and create examples relating to student and teacher rights to free speech and privacy.

EDL 603 Educational Budgeting and Finance (3 credits)

Students will use acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting. Students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of charter school budgeting and financing.

Program Goal Alignment

- Create structures that advance organizational and professional learning.
- Implement managerial leadership skills in budgeting, staffing problem solving, and communicating in order to meet the 21st century needs of every classroom

Course Outcomes

1. Outline and describe the basics of the school budgeting process.
2. Discover and describe the specific funding that your school receives from the state.
3. Explain examples of how the budget and school funding impacts student achievement.
4. Describe the importance of school culture, transparency with stakeholders, and resource allocation.
5. Research and describe the school funding model for your state.
6. Review and create a basic financial control checklist for principals.
7. Categorize financial tasks into groups by yearly, quarterly, monthly, and weekly tasks and

describe the roles and responsibilities of the bookkeeper.

8. Read and interpret financial reports and recognize the typical categories and criteria for financial reports for school campuses.

9. Consider your strengths and describe the level of involvement that you would have in school finances.

EDL 604 Human Resources: Process and Staff Development (3 credits)

This course prepares prospective school administrators in the personnel components of the profession, from analysis of positions to recruitment, selection, induction, retention to termination. Current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience, and group activities will be utilized.

Program Goal Alignment

- Create structures that advance organizational and professional learning.
- Implement managerial leadership skills in budgeting, staffing, problem solving, and communicating in order to meet the 21st century needs of every classroom.

Course Outcomes

1. Identify and describe the four key actions for a human resource management team.
2. Suggest how you would attract the best teachers for your campus if you were the principal.
3. Identify and describe the recruitment process of attracting applicants for the positions needed at your campus/organization.
4. Describe the plan for retaining exemplary employees in your organization.
5. Research and analyze the performance management and appraisal criteria, system, forms, etc. that your school or organization uses.
6. Summarize and describe on-boarding, required training, needs analysis for professional development, growth plans, and exit plans for your organization.
7. Review organizational structures for compensation design and management.
8. Outline the procedures and escalation paths for when there is a breach in policy or protocol.

EDL 608 Problem Solving and Visionary Leadership (3 credits)

Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve and communicate information to diverse types of stakeholders. Students will become familiar with the various online research sites that specialize in leadership and educational research.

Program Goal Alignment

- Create structures that advance organizational and professional learning.
- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.
- Share leadership principles with educators, students and other community stakeholders.
- Utilize Montessori philosophy, Positive Psychology, and a Strengths-Based approach to increase personal and professional capabilities.

Course Outcomes

1. Analyze and describe the Five Practices of Exemplary Leadership as defined by Kouzes & Posner, 2012).
2. List ways a visionary leader can prepare a working environment that supports engagement, problem solving, and leadership opportunities.
3. Discuss the benefits of building capacity of leadership in the organization.
4. Describe effective ways to conduct team-building exercises and outline how to secure the necessary resources.
5. Identify the benefits of developing and sharing a clear vision for faculty and staff.
6. Compare and contrast effective and less-effective ways to gain "buy-in" from the staff on difficult issues or policies that are mandated.
7. Analyze and describe why motivation to perform a task increases when educators have challenging goals and receive regular feedback.
8. Compare and contrast strategy and structure and list specific elements of each.
9. Outline how to turn ideas into actions within an organization.

EDL 610 Ethical School Leadership (3 credits)

Ethical School Leadership is leadership based on ethical standards of behavior. Since thoughts lead to action, personal beliefs will be examined as to how a belief may affect leadership. Leadership styles and behaviors are examined and students take and examine the results of validated assessments of their own leadership styles. Students will develop a professional code of ethics and values and create and model a set of values for a school. The activities of this course are designed around the indicators of the leadership standard: "High Performing Leaders act with integrity, fairness, and honesty in an ethical manner."

Program Goal Alignment

- Advance equity and agency across geographic, belief-based, economic, societal, and political borders
- Share leadership principles with educators, students and other community stakeholders.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Summarize the concept of “ethical leadership” and its importance in the world today.
2. Understand and apply the tenets of ethical leadership in an academic setting based on various codes of ethics.
3. Analyze and apply the eight “trust pillars” in both profession, personal, and academic setting
4. Contrast true ethical leadership with the absence of, in historical or current examples.
5. Create a personal and professional code of ethics using the ideals set forth in the class.

EDU 620 Improving Schools Through Data-driven Change (3 credits)

Students will study generic and their institution’s test, attendance, and graduation data to discuss and describe possible paths to improvement. This course is designed to move leaders from “I think” solutions to “the data suggest” solutions. Students will practice “real world” decision-making to meet the standard: “High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.” Students will personalize their study to meet the needs of their charter, public and traditional private Montessori schools.

Program Goal Alignment

- Create structures that advance organizational and professional learning.

Course Outcomes

1. Identify and outline the various ways that data can be collected and how the data can be used to inform decisions.
2. Describe how data provides educators with an overview of the strengths and weaknesses in targeted areas and why this is important.
3. Outline the eight steps that help guide the data-driven decision-making process.
4. Explain the Sustainable School Improvement Cycle and the benefits.
5. Identify and outline essential elements of a solid action plan.
6. Describe how baseline benchmarks and other measurements impact action planning.
7. Explain how collecting and analyzing student achievement data informs instructional practices and decisions.
8. Describe how your personal strengths align to data tasks of a school administrator.

EDU 621 Culturally-Responsive Education (3 credits)

In this course, students will explore and analyze various organizational, management, and instructional strategies that work best for educating culturally diverse students. While actively experiencing responsive education within a learning community, students will reflect on diverse cultural experiences. They will use this to form a personal understanding as a basis to integrate

multicultural school/classroom experiences to improve the academic success of all students by building on student personal strengths. The theory of “Multiple Intelligences” and current research available in educational neuroscience will be the basis for developing a plan for meeting student needs to enhance student cognitive, social, and emotional success through a nurturing school/classroom environment.

Program Goal Alignment

- Practice strategic leadership that promotes a vision, mission, values, beliefs and goals for ethical, mission-driven 21st century schools.
- Display knowledge of the best instructional and school practices that result in an environment of accountability and high standards for all students.
- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.

Course Outcomes

1. Compare and contrast how school culture can impact and affect the leading, teaching, and learning of a school.
2. Analyze and describe explicit and implicit ways that a school’s culture can reveal itself to administrators, teachers, students, and parents.
3. Identify and describe how culture creation is an important role for educators and administrators to help shape the culture of a school.
4. Identify and describe how educators and administrators can create a culture that fosters and supports learner outcomes.
5. Identify elements of school culture that support developing professional capacity.
6. Analyze and describe challenges that teachers and school leaders face in working with parents/caregivers in culturally diverse communities and provide suggestions for overcoming those challenges.
7. Outline how school partnerships with the community can benefit student learning.
8. Analyze and describe a realistic time frame for planning a school culture re-boot from the idea phase to sustaining improved practice.
9. Identify and list key activities of school culture re-boot that should occur during the first year of the reboot process.
10. Reflect on your personal strengths and how they can aid in creating a culturally responsive school.

EDUM 601 Montessori Philosophy (3 credits)

This course covers the etiology of and the philosophical underpinnings of Montessori Education, including a review of the life of Dr. Maria Montessori. The course compares and contrasts Montessori philosophy with other current educational theoretical models such as Gardner's

theory of Multiple Intelligences. The course also covers Positive Psychology of education and Strengths Theory.

Program Goal Alignment

- Display knowledge of the instructional and school practices that result in an environment of accountability and high standards for all students.
- Display and implement fundamental Montessori knowledge and understanding.

Course Outcomes

1. Explain Dr. Montessori's theory of the way that children naturally learn.
2. Appreciate the significant features involved in the Montessori philosophy in relation to the teacher, the child, and the environment.
3. Develop a deeper understanding of how your top five strengths align to key components of the Montessori theory.
4. Explore strategies to help students and teachers discover and use their strengths in the Montessori classroom.
5. Articulate and demonstrate a philosophy of education that respects and treats children with dignity, equity, and social responsibility, across national, racial, socio-economic, and ideological boundaries.
6. Discuss the development of Montessori Theory and identify its major elements.
7. Apply Montessori theory and principles as they relate to all aspects of the curriculum.
8. Interpret curriculum theory, Montessori core and cosmic curriculum, and their rationale and sequence.

EDUM 602 Montessori Classroom Observation and Management (3 credits)

The course addresses Montessori fundamental practices of classroom observation and management practices regarding classroom observation and management. The combination of personal reflection on classroom observation and management, as well as, actual classroom observations is used to deepen the student's understanding, appreciation of, and ability to apply course topics.

Program Goal Alignment

- Display knowledge of the instructional and school practices that result in an environment of accountability and high standards for all students.
- Create structures that advance organizational and professional learning.
- Display and implement fundamental Montessori knowledge and understanding.

Course Outcomes

1. Explain Montessori's vision of observation and the three-period lesson.

2. Describe the role of the Montessori teacher in the student's social, emotional, and academic development.
3. Outline a plan to prepare for a multi-aged learning environment for student success.
4. Identify effective strategies for management and discipline in a Montessori learning environment
5. Describe the key elements for preparing the learning environment for student success.
6. Implement and analyze various observation techniques to use with children from 2½ to 14 years of age.
7. Compare and contrast effective ways to measure learner outcomes in a Montessori classroom.
8. Enhance knowledge of child development by completing at least two (2) observations of children.

EDUM 609 - Survey of Montessori Elementary Curriculum for Administrators (3 credits)

This course presents an administrator's overview of the Montessori curriculum from early childhood through adolescence. Specifically, students will explore the Montessori philosophy of educating children from toddler to teenager, as well as age-appropriate teaching techniques and learner explorations. They will study specific content areas, alternative assessments, work plans, and the effective management of Montessori education programs, including observing and assessing educator effectiveness.

Program Goal Alignment

- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.
- Display and implement fundamental Montessori knowledge and understanding.

Course Outcomes

1. Reflect on how a career as a Montessori school administrator aligns with personal strengths.
2. Explain how you will add value to the field of Montessori education.
3. Describe how you will remain active in the Montessori community.
4. Describe how your top strengths align to this career path.
5. Exhibit a practical understanding of the Montessori curriculum.
6. Demonstrate an understanding of the appropriate scope and sequence of Montessori lessons.
7. Explain what Dr. Montessori meant by normalizing the environment.
8. Describe the effectiveness of work plans and how they can serve as assessment tools.
9. Describe the principles and concepts of leadership in a Montessori environment. Describe Dr. Montessori's Concept of "Follow the Child" foundational principle.

10. Explain how you will encourage and educate parents/caregivers to integrate Montessori concepts into the home environment.
11. Develop a plan for a Montessori program for your campus, the budget needed, and the rationale for the decision.
12. Identify stakeholders and strategies to communicate a compelling message about Montessori education.
13. Outline a strategy to communicate with parents/caregivers about the Montessori philosophy and curriculum.
14. Connect MACTE leadership competencies to administrative responsibilities.

EDUM 619 Leadership in a Montessori Setting (3 credits)

This course is considered a capstone course and provides students important applications and reflections on leadership in the Montessori setting. EDUM 619 provides participants the opportunity to integrate foundational principles and strategies for leadership in school settings that transcend classroom teaching. This will build on all of the learning that has been achieved throughout the master's program. Specific areas to be addressed include application of leadership skills specific for a head of school, administrative team member, lead teacher, department chair, committee head, curriculum coordinator, or board member and the interrelatedness of the web of connections.

Concepts in this course will support mentoring a student teacher or practicum student, leading parent/caregiver meetings and professional development sessions, leading regular materials practice sessions or other peer coaching and instruction. Students will also learn to elicit stakeholder support and feedback for their leadership efforts. A framework for fostering cooperation, social skills, and a sense of community and guidelines for peace education are included. This course is the culminating course for both the Montessori Educational Leadership and Montessori Education - Curriculum and Instruction Programs.

Program Goal Alignment

- Display knowledge of the instructional and school practices that result in an environment of accountability and high standards for all students.
- Advance equity and agency across geographic, belief-based, economic, societal, and political borders.
- Share leadership principles with educators, students and other community stakeholders.
- Implement leadership skills in classroom management, observation, and curriculum planning and implementation.
- Create structures that advance organizational and professional learning.
- Design effective and positive strengths-based Montessori learning and assessment activities for a diverse student body..

- Display and implement fundamental Montessori knowledge and understanding.
- Practice strategic leadership that promotes a vision, mission, values, beliefs, and goals for ethical, mission-driven 21st century schools.
- Have the capacity to develop a differentiated Montessori curriculum to meet the needs of all students.
- Utilize Positive Psychology, and a Strengths-Based approach to increase their personal and professional capabilities.

Course Outcomes

1. Identify and develop a list of leadership skills specific for a head of school, administrative team member, lead teacher, department chair, committee head, curriculum coordinator, or board member and the interrelatedness of the web of connections.
2. Identify personal biases, cultural history/experiences and become culturally aware of the interaction with others.
3. Analyze leadership paradigms and identify personal preferences in leadership style.
4. Prepare for and lead professional development sessions and/or other community events.
5. Examine various leadership protocols for use in practice and apply them in practice.
6. Reflect on the dynamics of leadership and personal preparation of the leader.
7. Review guidelines for peace education and applications to Montessori.
8. Reflect on impact of leadership and implications for future opportunities

12.0 LEARNING RESOURCES, EQUIPMENT, LIBRARY AND TECHNOLOGY SUPPORT

Sarasota University's Online Delivery System

To manage the Student Information System (SIS) Sarasota University has collaborated with Sycamore Campus. The University has chosen the Moodle software package for its Learning Management System (LMS).

Sycamore Campus (Sycamore Leaf Solutions) is a comprehensive college management system incorporating a complete Student Information System (SIS). Every feature (academics, administration, admissions, accounting, etc.) is fully integrated using a single, powerful and completely secure database that is firewalled and password-protected.

Sycamore Campus is completely web-based, providing secure access to University data from any computer, anywhere. In addition, Sycamore Campus handles data backup and any IT issues through their Help Desk.

Moodle - Instruction will happen in a cloud or online environment. This will take place in the Moodle Learning Management System (LMS) that tracks student activity in the system when they are logged in. During time online, students will share their ideas in a discussion platform, group or individual assignments, or exercises within the virtual classroom.

The primary delivery model is asynchronous communication to allow flexibility with students' schedules. In this type of delivery model, it is up to students to create their own schedules and to complete weekly assignments by the due dates assigned for the activities. Students will be trained on the online platform as part of new student orientations so that they understand the requirements for the platform. Additional personalized training will be available upon request. Some courses may require students to participate in toll-free conference calls for class discussions. Such requirements will be described in the course syllabus and posted in the course website.

Students will be taught how to navigate through the online course platform, how to participate in the discussion forums, how to submit assignments, and how to communicate through the system's email. Students will be able to contact their faculty members through phone, email, and Instant Messaging through the online platform.

Faculty and the Registrar will be able to see if the students have been active since the online platform keeps a record of participation by date/time and how many total minutes each student

has been inside the platform. The University's Registrar will monitor and report each student's satisfactory progress by completing annual (or on request) audits for each student.

The computer requirements for students are stated under the computer requirements section of this Catalog.

Instructional Equipment

Sarasota University faculty and staff use laptop and PC computers to complete tasks required for managing the institution's academic programs.

Textbooks and Library Research Services

Textbooks

Students will primarily use electronic materials and textbooks, which they will access online via Moodle or the Online Library. The books have been selected to be used as primary resources in one course and as supplemental/reference books in other courses, reducing student cost and enabling students to build professional libraries. For materials unavailable online, students will have to purchase their own print copies.

Online Library Resources

The Sarasota University Online Library features 24-hour access to an extensive collection of resources including eBooks, full-text print materials, research guides, academic databases and selected multimedia resources. In addition, online tutorials, a variety of Internet-based support services and librarian contact information is available for research assistance.

All students will be enrolled in **LIRN**, the Library and Information Resources Network (www.lirn.net), providing access to Cengage Learning's InfoTrac and other collections of research and literature. The LIRN® virtual library provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, eBooks, podcasts, audio, and video resources to support their academic studies.

The university librarian, in consultation with faculty, assesses and adds other databases and eBooks as needed to meet program specific needs.

Currently, **LIRN** contains 47 research databases relevant to the University's programs of study, including those listed below.

ProQuest Central contains:

International Newstream	Asian & European Business Collection	Arts & Humanities Database
Canadian Newstream	Business Market Research Collection	Research Library
U.S. Newstream	Criminal Justice Database	Australia & New Zealand Database
Global Breaking Newswires	Education Database	Continental Europe Database
Advanced Technologies & Aerospace Database	Library Science Database	East & South Asia Database
Agricultural Science Database	Linguistics Database	East & Central Europe Database
Biological Science Database	Political Science Database	India Database
Computer Science Database	Religion Database	Latin America & Iberia Database
Earth, Atmospheric & Aquatic Science Database	Social Science Database	Middle East & Africa Database
Engineering Database	Sociology Database	Turkey Database
Environmental Science Database	Health & Medical Collection	U.K. & Ireland Database
Materials Science Database	Consumer Health Database	Career & Technical Education Database
Military Database	Healthcare Administration Database	Canadian Business & Current Affairs Database (CBCA)
Science Database	Nursing & Allied Health Database	Publicly Available Content Database
Telecommunications Database	Psychology Database	
ABI/INFORM Collection	Public Health Database	
Accounting, Tax & Banking Collection		

News	SciTech	Business	Social Science	Health Research	The Arts	Interdisciplinary
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Figure 1: Image of all individual databases included within ProQuest Central, including "Education Database," "Psychology Database," and "Research Library."

- **ProQuest Research Library** covers the top 150 academic subject areas. Includes 5000 full-text titles from 1971 forward.
- **Psychology Journals:** ProQuest Psychology Journals™ provides abstracts and indexing for more than 710 titles, with over 570 titles available in full text. 4,000 full text dissertations representing a range of psychology disciplines including behavioral.
- **eLibrary:** articles and transcripts from more than 2,500 full-text magazines, newspapers, books, radio/TV program transcripts, along with access to more than 250,000 photographs and maps, and over 20,000 unique educational audio/video resources.

13.0 ADMINISTRATION & FACULTY

President

Levens, Michael

Postdoctoral Diploma, Marketing, Tulane University, New Orleans, LA, USA

PhD, Organization and Management (Honors), Capella University, Minneapolis, MN, USA

MBA, Bond University, Gold Coast, Australia

BS, Management Systems, Kettering University, Flint, MI, USA Major: Marketing Minor:
Liberal Arts

Vice-President of Academic Affairs

Director of Regulatory Affairs

Riedmiller, Douglas

Psy.D. - Florida Institute of Technology (Clinical Psychology)

M.S. - Florida Institute of Technology (Psychology)

B.A. - Pitzer College (Psychology/Sociology)

Provost and Director of College of Education

Knauer - Pollock, Lindsey

Ed.D. - Lamar University (Educational Leadership)

M.S.W. - University of Houston (Master's of Social Work)

M.Ed. - Lamar University (Educational Leadership)

M.A. - Endicott College (Master's of Montessori Integrative Learning)

B.A. - Mankato State University (Mass Communications)

Houston Montessori Center (HMC) - Administrator Credential

Registrar/Technology Support/Director of Student Services

Mlynarczyk, Charles

Ph.D. - State University of New York at Buffalo (Educational Administration)

M.S. - State University of New York College at Fredonia (Elementary Education)

B.S. - State University of New York College at Fredonia (Music Education)

Director of Admissions

Lastinger, Ellyn

A.A.-Hillsborough Community College (Business Administration)

Director of Financial Services

Blalock, Anita

B.A., M.A. University of Pecs, Hungary (Ethnography and Cultural Anthropology)

B.A., M.A. University of Pecs, Hungary (Communication with focus on Social Communication)

University Librarian

Reed, Caterina M.

M.S. – State University of New York at Buffalo (Information and Library Science)

M.A. – State University of New York at Stony Brook (English)

B.A. – State University of New York at Stony Brook (Comparative Literature)

Director of Marketing

Corley, Jordan

B.S. - Florida International University (Public Relations, Advertising, Applied Communications)

Montessori Education and Montessori Educational Leadership Faculty

Howe, Robin

Ed.D. - Argosy University (Instructional Leadership)

M.A. - University of South Florida (Bioethics and Medical Humanities)

B.A. - Dickinson College (Spanish and Religion)

Adolescent Orientation (AMI) - North American Montessori Teachers Association

Elementary I & II Montessori Credential (AMS) - St. Catherine University

Early Childhood Certification (AMS) - Palm Harbor Montessori Teacher Education

Johnson, Monica

MA - Sarasota University (Montessori Leadership)

B.S. - University of Maryland/Adelphi Maryland (Psychology, Social Science)

Montgomery Montessori Institute - Early Childhood AMS Education Credential (3-8)

Center for Guided Montessori Studies - Montessori Infant Toddler

Johnston, Luz Casquejo

Ed.D. – UC San Diego (Educational Leadership)

B.S. – UC Berkeley (Nutrition and Food Science)

Elementary I, Lower Elementary Montessori Credential - Montessori Greenhouse

Kestenbaum, Ivette

M.A. - Schreiner's University (Educational Leadership)

Elementary I - Lower Elementary Credential - Houston Montessori Center (HMC) -

Knauer-Pollock, Lindsey

Ed.D. – Lamar University (Educational Leadership)
MSW – University of Houston (Social Work)
M.Ed. – Lamar University (Educational Administration)
M.Ed. – Endicott College (Montessori Integrative Learning)
B.A. - Mankato State University (Mass Communications)
Houston Montessori Center (HMC) - Administrator Credential

Laufersky, Connie

M. ED. - Endicott College (Montessori Integrative Learning)
B. S. - Michigan State University (Secondary Education - Natural/Earth Science with
Minor in Music Education
Secondary I Credential - Houston Montessori Center (HMC)
Infant/Toddler Training - Houston Montessori Center (HMC)
Early Childhood Training - Houston Montessori Center (HMC)
Secondary II Credential - Houston Montessori Center (HMC)
Administrator Credential - Houston Montessori Center (HMC)

Lorenz, Norman

Ed.D. – UC Davis (Education Leadership)
M.A. – CSU Sacramento (Education – Child Development)
B.A. – CSU Sacramento (Education)
Early Childhood Montessori Credentials NCME/AMS - Montessori Teachers College
6-12 Elementary Montessori Credentials NCME/AMS - Montessori Teachers College

Raval, Ranna

MA - Sarasota University (Montessori Leadership)
BS - Electronics and Communications
Early Childhood Montessori Credential - Collin County Community College

Rosemond, Elena

MA - Sarasota University (Montessori Leadership)
BFA - Maryland Institute College of Art (Photography - Curatorial Studies and Book Arts)
Early Childhood Credential - Montessori Live

Small, Julie

MA - Sarasota University (Montessori Leadership)

14.0 College of Education Advisory Board

Sarasota's College of Education Advisory Board is composed of a diverse cross-section of Montessori educators with a variety of perspectives including current Sarasota University students and faculty as well as Sarasota University alumni. The purpose of the College of Education Advisory Board is to provide input and recommendations to the leadership of Sarasota University to drive excellence in programming across all stakeholder interactions.

Appendices

Appendix A: Application & Enrollment Agreements - Montessori Masters Programs



Graduate Enrollment Agreement - Montessori Programs v. GM2023-07-20

Acceptance into the University is complete when the enrollment agreement is signed and accepted. The enrollment agreement serves as a contract between the student and the University and describes program requirements for the student. The student and the Vice President of Academic Affairs sign the enrollment agreement.

The University prohibits discrimination or harassment based on race, ethnic, or national origin, religion, age, sex, color, physical or mental condition, marital, or veteran status under any program or activity under its purview. Sexual harassment includes harassment based on gender, pregnancy, childbirth, or related medical condition, and inappropriate conduct of a sexual nature. It is the University's policy that all persons should enjoy freedom from unlawful discrimination of any kind as well as from sexual harassment or retaliation for reporting a complaint.

Sarasota University offers programs online, and in a blended format, using a variety of leading internet-based technologies and student-focused, on-ground classroom experiences.

APPLICANT INFORMATION			
Last Name	First Name	MI	
Street Address		Apt. #	
City	State	ZIP	Country
Preferred phone #	Alternate phone #	Email	Alternate Email
Social Security #	Admission Type <input type="checkbox"/> First Time Student <input type="checkbox"/> Readmission		Citizenship
PROGRAM INFORMATION			
Degree, Program of Study and Total Credits for Completion	<input type="checkbox"/> Degree <input type="checkbox"/> Non-Degree	<input type="checkbox"/> Montessori Education (MAEd) <input type="checkbox"/> Montessori Leadership (MA)	
Total Credits in the Program			
Proposed Start Date		Approved Awarded Credit Hours	
Projected Completion Date		Last Acceptable Completion Date	
Admission Officer Ellyn Lastinger		Vice President of Academic Affairs Doug Riedmiller	
Date Accepted by the University		Scholarship Award	
Credential awarded for satisfactory completion of the selected program			



Admissions Requirements (Each application is reviewed in its entirety before a student is admitted)

- Evidence of a baccalaureate degree from a U.S. institution of higher education that is accredited with an accrediting agency recognized by the U.S. Department of Education. International students must have their degree evaluated by a recognized member of the National Association of Credential Evaluation Services (NACES). Evaluations and transcripts received directly from the evaluation service will be accepted as official documents. Foreign transcripts that have not been evaluated will not be accepted by the Office of Admissions. All documents issued in a foreign language must have a certified English translation attached.
- Official transcripts from other institutions of higher learning attended for courses to be applied to the program.
- A “B” average (2.7 g.p.a) or better in all undergraduate coursework, **or** a “B” or better average in all work attempted in upper division undergraduate studies, **or** a “B” or better average in previous graduate work.
- A copy of your current resume along with a valid government issued photo ID
- A personal statement (500 words) of professional and educational goals
- References from three people who can attest to the likelihood of your successful completion of the degree program.
- For students for whom English is a second language, a minimum score of 530 on the paper-based or 79 on the computer-based Test of English as a Foreign Language (TOEFL), 6.5 on the International English Language Test (IELTS), or 50 on the PTE Academic Score Report.

Graduation Requirements

- Satisfactory completion of program requirements including program specific prerequisites, and fulfillment of all financial obligations.
- A cumulative grade point average of 3.0 or higher (on a 4.0 scale) and a grade of “C” in no more than 2 courses.
- Completion of the program requirements within five years of matriculation.

Tuition Fees, and Course Materials

The maximum time to completion of this program is 54 credits and/or five years. Students who go beyond the maximum allowed time of completion may be required to re-enroll in the program which may include new policies including a change in tuition.

Tuition and Expenses

Masters degree tuition is \$300 per credit hour for your program for the duration of the agreement. Full payment for courses is required by Monday of add/drop week of that course unless adjusted by scholarship or deferred tuition, as approved.



Miscellaneous Fees

Application Fee For students entering any degree program.	\$50.00
Readmission Fee For students who have been inactive for more than 12 months or who are entering another degree program.	\$40.00
Course Credit Review Fee For students requesting the awarding of academic credit for a prior educational experience.	\$150.00
Graduation Processing Fee Charged to all students before graduation	\$100.00
Transcript Fee (after the first three) - online and/or mailed within the US	\$20.00
International original mailed	\$50.00

Textbook Costs

The cost of textbooks is not covered in course tuition. Students are responsible for purchasing their own textbooks and any other instructional materials for each course.

Payments (see Refund Policy below)

Sarasota University requires only the tuition costs for the current registered course(s) to be paid by the end of add/drop week of that session, or by special arrangement, as approved. Details of total program charges are outlined as follows.

Total Credit Hours	Base Costs	Adjustments
<input type="checkbox"/> Application or <input type="checkbox"/> Readmission Fee	50.00	
Course Credit Review Fee: _____ courses		
Standard Course Tuition: _____ credits (\$300/credit hour)		0
Graduation Fee	100.00	100.00 UPON GRADUATION
Scholarship(s)	N/A	N/A
Subtotal		
Final Total Charges		



Refund Policy

Students may cancel their course work at any time in any manner (email preferred). Students who cancel within **five (5) business** days of signing the Enrollment Agreement will receive a full refund of all monies paid. Students who cancel enrollment after **five (5) business** days will be refunded only tuition according to the table below. Refunds are made on a course by course basis. Refunds shall be made within 30 days of the date that the University determines that the student has withdrawn.

Tuition will be refunded as outlined below. Instructional weeks begin on Tuesday and end the following Monday.

Amount of Course work Completed	Tuition Refund
Drop/Add Period (through end of the first week of classes)	100% of the tuition
Through the end of the second week of classes	80% of the tuition
Through the end of the third week of classes	60% of the tuition
Through the end of the fourth week of classes	40% of the tuition
Through the end of the fifth week of classes	20% of the tuition
After the fifth week of classes	0% of the tuition

Sample Refund Calculation

Refunds are determined based on actual charges to the student, less any applicable discounts or scholarships.

Tuition Charged per Course	Week of Withdrawal	Refundable Percentage of Tuition	Amount of Tuition University Retains	Amount of Tuition Refunded to the Student
\$ 900	1	100%	\$0	\$900
\$ 900	2	80%	\$180	\$720
\$ 900	3	60%	\$360	\$540
\$ 900	4	40%	\$540	\$360
\$ 900	5	20%	\$720	\$180
\$ 900	After Week 5	0%	\$900	\$0

Financial Obligations

Students are expected to be responsible consumers and will be counseled in support of good financial decisions. You are responsible for the full amount of the charges listed above. Arrangements to use financial assistance such as scholarships, company sponsored reimbursement payments, or any other form of assistance with your costs must be approved prior to the start of your classes. Degrees are granted and transcripts are released only after all financial obligations to the university have been met.



Payment method

Invoice will be sent once signed enrollment agreement is received by Finance: ablalock@sarasotauniversity.edu

- PayPal
- Bank Wire Transfer

(Please note: Full payment for courses is required by Monday at the end of the first week of that course unless adjusted by scholarship, other financial assistance or deferred tuition payment, as approved.)

Deferred Tuition Payment Plan

Students may elect to use our deferred payment plan for tuition expenses by notifying admissions and/or student services personnel in writing. A fifty percent payment for classes will be due by the end of the second week of the course. An additional fifty percent payment will be due by the end of the fifth week of each course. Failure to pay the full tuition by the end of the fifth week will result in a \$25.00 fee.

Creditor	Sarasota University
Amount Financed	Up to \$500, depending on level of scholarship or other financial assistance
Itemization of Amount Financed	One-half of their course tuition, adjusted for scholarship or other financial assistance
Finance Charge	0%
Annual Percentage Rate	0%
Payment Schedule	One half of tuition amount is required by the end of the 2nd week of class, and One half of the tuition amount is required by the end of the 5th week of class.
Total of Payments	Two (2)
Demand Feature	The University will not require repayment of the financed amount prior to the end of the 5th week of class.
Total Tuition Price	\$900 per course, unless adjusted by scholarship or other financial assistance
Prepayment	There is no penalty for prepayment of tuition
Late Payment	There is a \$25 fee for late payment of tuition

Minimum Time for Degree Completion

The minimum time required for completion of a masters degree is two years for students who enter the degree program with no prior approved credits or approved experiential learning experiences for which academic credit is awarded. Should a student have earned credits that transfer into the program of study or have completed other learning experiences that may apply to a program of study, the length of time required to complete the program could be less than two years.



Class Schedule

Students will be able to view the class schedule within the University's online platform (Learning Management System). All courses are available on-line for student participation 24/7 and the residential participation in the Montessori Education Practicum courses will be performed during the normal business hours of the practicum site (this will most often be between 7:00 am and 5:00 pm Monday through Friday with a small chance that weekend/daytime hours would be necessary).

Adding or Dropping a Course and Course Substitutions

Students must notify the Registrar's Office, by completing the Add/Drop Form, should they wish to add or drop a course, withdraw from a course, or make any other changes to their enrollment or Class Schedule. Failure to do this may result in no refund.

Course Drop/Add

Students should use the Drop/Add form to request a change of courses after the registration period has closed. Students may drop or add a course during the first week of class by submitting the form to Student Services. Students should first notify the instructor of the course to assure that the date of the request is recorded. The student should also alert his/her advisor and request a conference, as appropriate. Requests to drop a course after the first week are considered *course withdrawals* and require the approval of the Vice-president of Academic Affairs.

Course Substitutions

Course substitutions and program changes must be requested through an academic advisor. Students should contact their advisor to complete *A Change of Course (course substitution) or Program* form with a copy to be sent to the Office of Student Services. The student should also work with their advisor to establish an updated Program of Study.

Course Cancellation

The University reserves the right to cancel a course if the enrollment is insufficient. Usually such cancellations occur two weeks before a class starts. Students will be notified of course cancellations and offered enrollment in other program appropriate courses. Students will incur no expenses related to canceled courses.

Standards for Satisfactory Academic Progress

Students are expected to progress toward the completion of their degree in a timely fashion. At the graduate level, full time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most graduate programs can be completed in six semesters or two calendar years, although students may choose to complete the program in less time. While some students may need more time to complete a program, all students are expected to complete their respective degrees within 5 years from the starting date.

Transfer of Credits to Another Institution

The acceptance of Sarasota University course credits is the decision of the receiving institution. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Complaints and Grievances

Students who wish to file a complaint or grievance should review current policies and procedures in the Academic Catalog and contact the Director of Student Services at (866) 582-8448 for further information and assistance, if needed an appeal of an unresolved complaint or grievance may be made to the Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, and phone (888) 224-6684.



Career/Employment Placement

Sarasota University makes no promise or guarantee of placement or employment upon graduation or the completion of any course. Sarasota University provides placement services, without charge, to all graduates through available online employment resources, such as Monster.com and CareerBuilder.com. In addition, social media sites such as Facebook.com and LinkedIn.com provide opportunities for development of valuable personal and professional networks which may assist in identifying employment possibilities. Current and prospective students are able to receive this information, upon their request, from the Admissions Department. Per the regulations of the Department of Education based on the "Student Right-To-Know Act," the graduation/completion rates for full-time students must be within 150% of the normal time to complete the Program. I understand and acknowledge that no one associated with Sarasota University has promised, guaranteed or directly or indirectly implied Career Placement or Employment upon graduation. Records of initial employment of all graduates shall be maintained by the University.

License and Accreditation

Sarasota University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684. Sarasota University is an Applicant for Accreditation with the Montessori Accreditation Council for Teacher Education. Applicant for Accreditation status in no way determines the outcome of the accreditation decision by MACTE. MACTE's website is <https://www.macte.org/>. MACTE is located at 420 Park Street, Charlottesville, Va. 22902. Or by phone at (434) 202-7793.

Completion Time

I understand that my completion date is an estimate only. Completion time is based on applied or transfer credits, number of hours taken, timely completion of all required courses, breaks taken, holidays, and class breaks as prescribed by the University. Program and course requirements are outlined in the official Catalog of the University in effect at the time of my enrollment. All requirements for degree completion are to be accomplished within five years.

Acknowledgement

By signing this Agreement, I acknowledge that I have read this Agreement thoroughly, have retained a copy of this Agreement, and agree to be bound by it. I agree to abide by the rules and regulations of the University, the Academic Catalog, and the Student Handbook. Sarasota University reserves the right to refuse any changes to this Agreement, and disclaims any guarantee outside of what is contained in this document.

All signers have read and received a copy of this document and the catalog.

_____	_____
Applicant's Signature	Date
_____	_____
Vice President of Academic Affairs' Signature	Date

MISSION STATEMENT
Our mission is to make a difference in people's lives through strengths-based education via distance learning.

Appendix B: Recommendation Form



ADMISSION RECOMMENDATION FORM

APPLICANT INFORMATION

FIRST NAME LAST NAME

The Family Education Rights and Privacy Act of 1974 accords admitted students the right to review these recommendation forms unless that right is waived.

- I waive my right to view this form's content.
- I do not waive my right to view this form's content.

APPLICANT'S SIGNATURE DATE

	OUTSTANDING	MORE THAN SATISFACTORY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY	N/A
DECISION MAKING SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANALYTICAL SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONCEPTUAL SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORAL COMMUNICATION SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN COMMUNICATION SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL SKILLS (PEER/CO-WORKERS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL SKILLS (TEACHERS/SUPERVISORS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATIONAL ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEADERSHIP ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APPLICATION OF KNOWLEDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADAPTABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOTIVATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEPENDABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABILITY TO WORK INDEPENDENTLY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ADMISSION RECOMMENDATION FORM

PLEASE WRITE A SHORT DESCRIPTION OF SOME OF THE APPLICANT'S STRENGTHS AND/OR WEAKNESSES. *Please attach additional pages, if necessary.*

RELATIONSHIP TO THE APPLICANT:

SUPERVISOR CO-WORKER TEACHER ADVISOR

OTHER PLEASE DESCRIBE

HOW LONG HAVE YOU KNOWN THE APPLICANT?

YOUR RECOMMENDATION FOR ADMISSION TO THE UNIVERSITY:

HIGHLY RECOMMEND RECOMMEND NOT RECOMMEND

REFERENCE INFORMATION:

NAME

ADDRESS

SIGNATURE DATE

SCHOOL/POSITION

5104 N Lockwood Ridge Rd, Suite 102 Sarasota, FL 34234
1-866-582-8448 | info@sarasotauniversity.edu

Appendix C: Programs of Study



**Program of Study
MAEd with Concentration in Montessori Education**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
Master of Arts in Education (36 Credit Hours)			
Course Number	Course Name	Order Taken	Comments
<i>Core courses 18 cr</i>			
EDL 600	Strengths-Based Educational Leadership		
EDU 620	Improving Schools Through Data-Driven Change		
EDU 621	Culturally-Responsive Education		
EDU 622	Brain-Based Learning		
EDU 623	Peace in Education		
EDU 624	Comparative Educational Philosophies		
<i>Montessori Foundations (6 cr)</i>			
EDUM 601	Montessori Philosophy		
EDUM 602	Montessori Classroom Observation and Management		
<i>Montessori Education Concentration [Select One]</i>			
<i>Early Childhood (9 cr)</i>			
EDUM 523	Montessori Early Childhood Methods I		
EDUM 624	Montessori Early Childhood Methods II		
EDUM 625	Montessori Early Childhood Methods III		
<i>Elementary I (9 cr)</i>			
EDUM 533	Montessori Elementary I Methods I		
EDUM 634	Montessori Elementary I Methods II		
EDUM 635	Montessori Elementary I Methods III		
<i>Elementary I & II (9 cr)</i>			
EDUM 543	Montessori Elementary I & II Methods I		
EDUM 644	Montessori Elementary I & II Methods II		
EDUM 645	Montessori Elementary I & II Methods III		
<i>Montessori Education Capstone (3 cr)</i>			
EDUM 619	Leadership in the Montessori Setting		

Note: At least 50% of the program to be enrolled through Sarasota University

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www.sarasotauniversity.edu •



**Program of Study
MA with Concentration in Montessori Leadership**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
Master of Arts (36 Credit Hours)			
Course Number	Course Name	Order Taken	Comments
	<i>Core courses (9 cr)</i>		
EDL 600	Strengths-Based Educational Leadership		
EDU 620	Improving Schools Through Data-Driven Change		
EDU 621	Culturally-Responsive Education		
	<i>Montessori Foundations (9 cr)</i>		
EDUM 601	Montessori Philosophy		
EDUM 602	Montessori Classroom Observation and Management		
EDUM 609	Survey of Montessori Curriculum for Administrators		
	<i>Montessori Leadership Concentration (15 cr)</i>		
EDL 601	School Law		
EDL 603	Educational Budgeting and Finance		
EDL 604	Human Resources: Process and Staff Development		
EDL 608	Problem-Solving and Visionary Leadership		
EDL 610	Ethical School Leadership		
	<i>Montessori Leadership Capstone (3 cr)</i>		
EDUM 619	Leadership in the Montessori Setting		

Note: At least 50% of the program to be enrolled through Sarasota University



Program of Study
Bachelor of Science Completion Program in Montessori Education (BSEd)

Student Name:			
Term/Year Started:			
Student ID Number:			
Core Requirements (18 Credit Hours)			
Course Number	Course Name	Semester	Comments
SSC 300	Strengths-Based Philosophy		
FDN 330	Research and Writing		
FDN 310	Education and Peace		
EDUM 301	Foundations and Theories		
EDU 310	Technology and Education		
EDUM 411	Professional Growth		
Montessori Education Courses (42 Credit Hours)			
EDU 406	Students with Unique Needs		
EDUM 302	Classroom Management		
EDUM 303	Children's Literature		
EDUM 304	Historical, Cultural and Social Foundations of Education		
EDUM 305	Storytelling		
EDUM 405	Math for Teachers		
EDUM 406	Human Language		
EDUM 407	Human Growth and Development		
EDUM 408	Integrated Montessori Physical Education		
EDUM 409	The Child in the Family		
EDUM 410	Arts Infusion		
EDUM 412	Total Reading - Montessori Literacy Approach		
STE 301-306	Special Topics in Education		
STE 401-406	Special Topics in Education		

Appendix D: Reasonable Accommodation Request Form



Reasonable Accommodation Request Form

Accommodations for Students with Disabilities

Sarasota University is committed to ensuring that students receive appropriate reasonable accommodations so they are supported in all aspects of their educational experience. Students who may need additional assistance should notify the Director of Admissions at the time of enrollment so that a plan to accommodate their needs may be developed for the involvement of others, as appropriate.

Instructions:

The Reasonable Accommodation Request Form (RARF) must be used when a Requestor seeks a (non-scholastic) accommodation due to a documented disability. To make a request for an accommodation the requestor must:

- Complete this form and return it to Dr Lindsey Pollock, electronically to: lindsey.pollock@sarasotauniversity.edu

Please note: After receiving all documentation, the admissions team will utilize an interactive process with the Requestor and the appropriate approving authority within the university to determine what accommodation(s) is appropriate and reasonable under the circumstances.

Contact Information (To be completed by the Requestor)

Name: _____ Student ID: _____

Primary Telephone: _____ Alternate Telephone: _____

Email: _____

Program enrolling in: _____

Accommodation Request (To be completed by the Requestor)

Attach additional pages if necessary.

-
- A. Indicate the physical and/or mental impairment(s) that lead to this request for reasonable accommodation and, if applicable, the expected duration of the impairment(s). Please note that it is not necessary to indicate a specific medical diagnosis.

- B. Explain how the impairment(s) affects the ability to successfully complete your online courses at SU.

- C. Specifically describe the accommodation(s) you are proposing.

Release of Information: I hereby authorize the release of the above information to Sarasota University, in conjunction with the Medical Certification of Disability, for the purpose of determining if I am a qualified individual with a disability and the appropriateness of the requested reasonable accommodation(s). I further authorize Sarasota University to seek clarification of this document and the Medical Certification of Disability, if necessary, by contacting my physician or care provider.

Requestor's Signature

Date