



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

**2024-2025 Catalog**

**Fall 2024**

**Effective September 1, 2024**

**Sarasota University**

2875 Ashton Road, P.O. Box 17848

Sarasota, Florida 34276

866-582-8448

**[www.sarasotauniversity.edu](http://www.sarasotauniversity.edu)**



**SARASOTA**  
U N I V E R S I T Y

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

**Catalog Version**

**2024-2025**

Volume 12, Number 3

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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September 1, 2024 to August 31, 2025

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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.edu](mailto:lindsey.pollock@sarasotauniversity.edu) 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. 12). 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. The mailing address for Sarasota University is: Sarasota University, 2875 Ashton Rd, P.O. Box 17848, Sarasota, Florida 34276.

**Restroom Policy:** In compliance with Florida DOE Rule 6E-7.001 Sarasota University maintains a single occupancy unisex restroom in its administrative offices. For purposes of this policy only, "sex" is defined as under the provisions of section 553.865, Florida Statutes

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. The mailing address for Sarasota University is: Sarasota University, 2875 Ashton Rd, P.O. Box 17848, Sarasota, Florida 34276.

**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:

<b>Holidays</b>	<b>Academic Year 2024-2025</b>
Labor Day	September 2, 2024
Thanksgiving	November 25-29, 2024
Winter Break	December 17, 2024-January 6, 2025
Dr. Martin Luther King, Jr. Day	January 20, 2025
Spring Break	April 29, 2025-May 5, 2025
Memorial Day	May 26, 2025
Juneteenth	June 19, 2025
Independence Day	July 4, 2025

### **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, 2024 - 2026

Sarasota University Calendar	2024	2025	2026
<b>Spring Semester</b>			
New Year's Day	Jan 1	Jan 1	Jan1
Spring Term 1 Classes Begin	Jan 2	Jan 7	Jan 6
<i>Martin Luther King Jr. Day</i>	Jan 15	Jan 20	Jan 19
<i>Presidents Day</i>	Feb 19	Feb 17	Feb 16
Spring Term 1 Classes End	Feb 26	Mar 3	Mar 2
Spring Term 2 Classes Begin	Feb 27	Mar 4	Mar 3
Spring Term 1 Grades due	Mar 1	Mar 7	Mar 6
<i>Easter</i>	Mar 31	Apr 20	Apr 5
Spring Term 2 Classes End	Apr 22	Apr 28	Apr 27
Spring Break: No Classes	Apr 23 - Apr 29	Apr 29 - May 5	Apr 28 – May 4
Spring Term 2 Grades Due	Apr 26	May 2	May 1
<b>Summer Semester</b>			
Summer Term 1 Classes Begin	Apr 30	May 6	May 5
<i>Memorial Day</i>	May 27	May 26	May 25
<i>Juneteenth</i>	June 19	June 19	June 19
Summer Term 1 Classes End	Jun 24	Jun 30	Jun 29
Summer Term 2 Classes Begin	Jun 25	Jul 1	Jun 30
<i>Independence Day</i>	Jul 4	Jul 4	Jul 4
Summer Term 1 Grades Due	Jun 28	Jul 4	Jul 3
Summer Term 2 Classes End	Aug 19	Aug 25	Aug 24

<b>Summer Break: No Classes</b>	<b>Aug 20 - Aug 26</b>	<b>Aug 26 – Sep 1</b>	<b>Aug 25 – Aug 31</b>
<b>Summer Term 2 Grades Due</b>	<b>Aug 23</b>	<b>Aug 29</b>	<b>Aug 28</b>
<b><i>Labor Day</i></b>	<b>Sep 2</b>	<b>Sep 1</b>	<b>Sep 7</b>
<b>Fall Semester</b>			
<b>Fall Term 1 Classes Begin</b>	<b>Aug 27</b>	<b>Sep 2</b>	<b>Sep 1</b>
<b>Fall Term 1 Classes End</b>	<b>Oct 21</b>	<b>Oct 27</b>	<b>Oct 26</b>
<b>Fall Term 2 Classes Begin</b>	<b>Oct 22</b>	<b>Oct 28</b>	<b>Oct 27</b>
<b>Fall Term 1 Grades due</b>	<b>Oct 25</b>	<b>Oct 31</b>	<b>Oct 30</b>
<b><i>Veterans Day</i></b>	<b>Nov 11</b>	<b>Nov 11</b>	<b>Nov 11</b>
<b><i>Thanksgiving</i></b>	<b>Nov 28</b>	<b>Nov 27</b>	<b>Nov 26</b>
<b>Fall Term 2 Classes End</b>	<b>Dec 16</b>	<b>Dec 22</b>	<b>Dec 21</b>
<b>Fall Break: No Classes</b>	<b>Dec 17 - Jan 6</b>	<b>Dec 23 - Jan 5</b>	<b>Dec 22 – Jan 4</b>
<b><i>Christmas</i></b>	<b>Dec 25</b>	<b>Dec 25</b>	<b>Dec 25</b>
<b>Fall Term 2 Grades due</b>	<b>Dec 20</b>	<b>Dec 26</b>	<b>Dec 25</b>

## 5.0 PURPOSE, MISSION, GOALS, AND VALUES

### The Sarasota University Difference

All programs of Sarasota University build on Montessori educational philosophy incorporating 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 and support them in what Dr. Montessori called the "cosmic task"

### Institutional Purpose - THE Montessori University

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 Montessori education, 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. With our foundation of Dr. Montessori's work, 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 :

### **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 foundational pillars of Sarasota University are Montessori-aligned, 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)*. Students may also use the WHY.os inventory to augment their learning. 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 ACCREDITATION, LICENSE, AND RECOGNITION**

Sarasota University is licensed by the Commission for Independent Education (CIE), 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 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. MACTE’s website is <https://www.macte.org/> MACTE is located at 420 Park Street, Charlottesville, VA. 22902. MACTE phone number (434) 202-7793. Further, Sarasota University is recognized by both Florida State Authorization Reciprocity Agreement (FL-SARA) and the National Council for State Authorization Reciprocity Agreement (NC-SARA). 3005 Center Green Drive, Suite 130, Boulder, Colorado, 80301. (720) 680-1600

## **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.

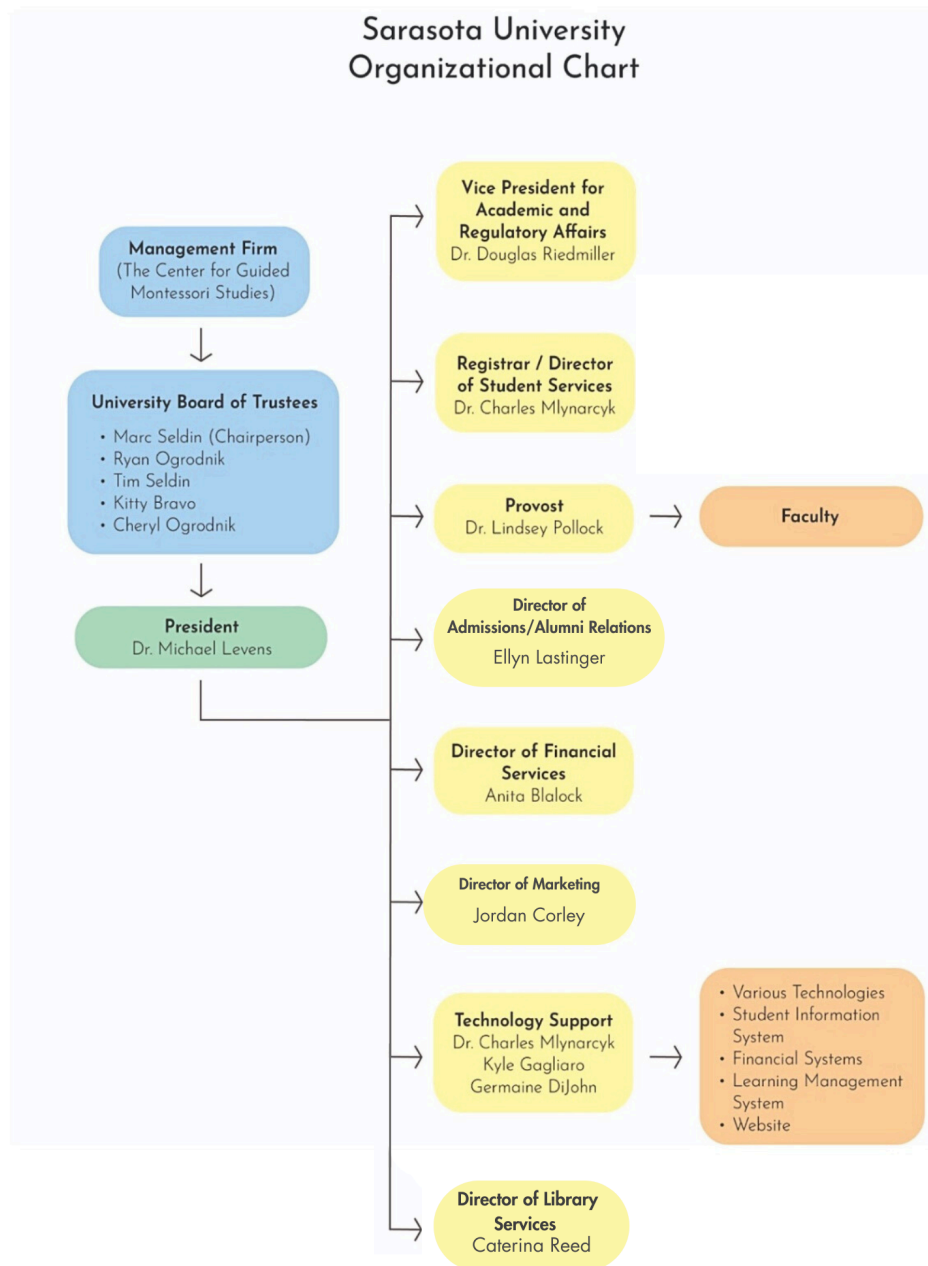
### **Board of Trustees**

- 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., LCSW 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



## **9.0 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](http://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 - Undergraduate Programs**

To apply for admission to an undergraduate program, all applicants must submit the following to the Admissions Office:

- Evidence of completion of an Associate of Arts or Associate of Science Degree from a U.S. institution of higher education that is accredited or in candidacy status 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) [<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;
- A “C+” average (2.5 g.p.a.) or better in all work as an undergraduate student;
- A 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. A recommendation form (Appendix D) can be found on the University website ([http://www.sarasotauniversity.edu/wp-content/uploads/2013/03/Recommendation-Form\\_5\\_03\\_13.pdf](http://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.

### **Admission Requirements - Masters Programs**

To apply for admission to a graduate masters degree or certificate program, all applicants must submit the following to the Admissions Office:

- Evidence of a baccalaureate degree from a U.S. institution of higher education that is accredited or in candidacy status 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) [<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.
- A “B” average (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
- Current resume along with a valid government issued photo ID
- 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. A recommendation form (Appendix B) may be found on the University website at this link:  
[https://www.sarasotauniversity.edu/wp-content/uploads/2013/03/Recommendation-Form\\_5\\_03\\_13.pdf](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.

### **Admissions Requirements – Doctoral Program**

To apply for admission to the Doctoral program, all applicants must submit the following to the Admissions Office:

- A baccalaureate degree from a U.S. institution of higher education that is accredited or in candidacy status with a regional accrediting agency recognized by the U.S. department of Education. Foreign students must hold a degree recognized (translated by a recognized agency) as equivalent to a U.S. baccalaureate degree.
- A master’s degree from a U.S. institution of higher education that is accredited or in candidacy status with a regional accrediting agency recognized by the U.S. department of Education. Foreign students must hold a degree recognized (translated by a recognized agency) as equivalent to a U.S. master’s degree.
- Official transcripts from other institutions of higher learning attended
- Generally, a “B” average (3.0 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
- A current resume
- A personal statement (500 words) of professional and educational goals demonstrating written communication skills and information on current or previous leadership roles/experiences

- References from three people who can attest to the likelihood of the candidate's successful completion of an advanced graduate program.
- A Montessori credential from a North American Montessori Teacher Education Program (TEP) accredited by the Montessori Accreditation Council for Teacher Education (MACTE), the American Montessori Society, or Association Montessori Internationale. Graduates of Montessori Teacher Education programs from other continents may apply if their teacher education program meets MACTE standards.
- In lieu of a Montessori credential, the candidate may submit a statement of intent in their decision to pursue Doctoral studies at Sarasota University.
- For students for whom English is a second language, a minimum score of 500 on the paper-based or 79 on the computer-based Test of English as a Foreign Language (TOEFL)

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 – Undergraduate and Masters Programs**

- Satisfactory completion of program requirements including program specific prerequisites, and fulfillment of all financial obligations.
- For undergraduate programs: 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.

- For Masters programs: 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.

### **Graduation Requirements – Doctoral Program**

- To complete the Advanced Graduate Certificate (AGC): 18 credits beyond the Master’s degree
  - Satisfactory completion of six required post-Master’s Courses (18 credits)
  - A cumulative grade point average of 3.0 or higher (on a 4.0 scale) and a grade of “C” in no more than 1 course.
- To complete the Education Specialist Degree (Ed.S.): 33 total credits
  - Satisfactory completion of the Advanced Graduate Certificate (six required post-Master’s Courses - 18 Credits)
  - 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.
- To complete the Doctor of Education Degree (Ed.D.): 66 total credits.
  - Satisfactory completion of the Education Specialist Degree (eleven required post-Master’s Courses - 33 Credits)
  - Satisfactory completion of seven additional post-Ed.S. Courses (21 additional credits beyond the Ed.S.)
  - Satisfactory completion of a Dissertation comprising at least 12 additional credits, with continuous enrollment.
  - 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 and the Ed.S.

Completion of the program requirements within seven years of matriculation.

### **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:

- coursework has been graded C+ or higher for undergraduate credits and B or higher for graduate credits;
- coursework has not already been applied to a completed degree
- coursework is related to the program and course requirements for which the transfer credit is requested, as determined by the program faculty; and,
- coursework has been completed within 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 courses. \$333.33 per credit hour (\$1,000 per three credit course) for Masters level courses, and \$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 One-Time Fees

<b>Application Fee:</b> for students entering any degree program.	\$50.00
<b>Readmission Fee:</b> for students who have been inactive for more than 12 months or who are entering another degree program.	\$40.00
<b>Course Credit Review Fee:</b> for students requesting the awarding of academic credit for a prior educational experience.	\$150.00
<b>Graduation Processing Fee:</b> ALL students prior to graduation.	\$100.00
<b>Transcript Fee:</b> waived for the first transcript request.	\$5.00
<b>Professional fee:</b> MACTE seal and associated professional fees	\$350.00

### 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 may range from \$30 - \$150/ course 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
<b>Drop/Add Period</b> (through the end of the <b>first</b> week of classes)	100% of the tuition
Through the end of the <b>second</b> week of classes	80% of the tuition
Through the end of the <b>third</b> week of classes	60% of the tuition
Through the end of the <b>fourth</b> week of classes	40% of the tuition
Through the end of the <b>fifth</b> week of classes	20% of the tuition
After the <b>fifth</b> 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](mailto: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
<b>Finance Charge</b>	0%

<b>Annual Percentage Rate</b>	0%
<b>Payment Schedule</b>	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.
<b>Total of Payments</b>	Two (2)
<b>Demand Feature</b>	The University will not require repayment of the financed amount prior to the end of the 5th week of class.
<b>Total Tuition Price</b>	BS & MA: \$900; AGC, Ed.S., Ed.D. \$1,800 per course.
<b>Prepayment</b>	There is no penalty for prepayment of financed amount
<b>Late Payment</b>	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](mailto: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 with the course professor, 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 encouraged 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 as they apply to the course content. Class meetings are scheduled in weeks 1, 4 and 8 of the course. Meetings are scheduled for a time that works best for the majority of enrolled students - weekday evening, after normal business hours, or on a weekend. Every effort is made to ensure that the most students are able to attend. Students are not penalized for not attending these sessions and professors may record the class gathering and make it available after class.

### **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.

### **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), it is recommended that students consult with their advisor to determine 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](mailto: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](mailto: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:  
Sarasota University, 2875 Ashton Road, P.O. Box 17848  
Sarasota, Florida 34276  
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 offers bachelor's and master's degrees, academic seminars, and professional development activities for which participants receive University certificates and may be eligible for external professional credentials as well. 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. Additionally, Sarasota University partners with several Teacher Education Preparation (TEP) programs for dual enrollment options.

**Sarasota University offers the following undergraduate program:**

- **Bachelor of Science in Montessori Education (BS)**
- **Bachelor Completion Program in Montessori Education (BS)**

**Sarasota University offers the following master's degree programs:**

- **Master of Arts in Montessori Education (MAEd)**
- **Master of Arts in Montessori Leadership (MA)**
- **Master of Business Administration (MBA)**

**Sarasota University offers the following doctoral degree programs:**

- **Doctor of Montessori Education (EdD)**
- **Doctoral Completion Program in Montessori Education (EdD)**

**Sarasota University offers a graduate-level college credit program in:**

- **Business**

The University offers 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
- Graduate-level Instruction
- Department Leadership
- Project Management
- Green Business and Policy
- Eight Habits of the Heart for Educational Leaders
- National Board Certified Teacher Leadership

### **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. Programs of Study may be adjusted based on courses scheduled and students' enrollment status.

## **11.2 College of Education**

### **Bachelor of Science in Montessori Education (BS)**

#### ***Program Description and Purpose***

This Bachelor of Science degree is designed to prepare individuals for careers in education incorporating the Montessori approach to education. Course requirements incorporate competencies aligned to the standards of the Montessori Accreditation Council for Teacher Education (MACTE). The Bachelor's program is structured to meet MACTE requirements for accreditation by course content and contact hours as part of the degree curriculum. This degree program is 120 credit hours, with fully online courses. Working in collaboration with education leaders in the field and with affiliated Montessori Accreditation Council for Teacher Education (MACTE) accredited training centers, the program offers a conceptual understanding of Montessori education as well as applied educational techniques for effective application and implementation of knowledge. The Dual Enrollment partnerships leading to a Montessori Bachelor's degree incorporates elements of affiliated training program instructional modules along with Sarasota

University's undergraduate degree classes. Working with affiliated training centers, the University provides practical classroom experiences.

This program prepares educators to work in Montessori public, private, and charter schools. Graduates receive a Bachelor of Science in Education from Sarasota University, and may become eligible for Montessori Accreditation Council for Teacher Education (MACTE) certification through a dual enrollment option at an affiliated training center.

### ***Program Objectives***

The educational goals and objectives of Sarasota University's Montessori Education program are to prepare highly qualified educators by incorporating on the Montessori Accreditation Council for Teacher Education (MACTE) Competencies for Montessori Teacher Certification.

#### ***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; and
- 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 students;
- 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.

### Program of Study for Bachelor's in Montessori Education (120 credits)

Course Number	Course Title	Credit Hours
	Transfer/Awarded Credits from coursework, degrees or license and/or work portfolio that demonstrates mastery of the the foundation	60 credits
	<b>Core Requirements</b>	<b>18 credits</b>
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
	<b>Montessori Education</b>	<b>42 credits</b>
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

### Montessori Education Program of Study Course Descriptions

#### EDA 100 Orientation to Undergraduate Education (0 credits)

This 1-hour teleconference, held virtual with the professor provides a “hands-on” introduction to the undergraduate Montessori Education program. Students will learn how to work with the

University's learning management system, online library and other learning resources, and how to manage their program of study assignments, including required field-based activities.

**SSC 300 Strengths-Based Philosophy (3 credits)**

In this foundation course, positive psychology (Seligman), strengths psychology (Clifton), and invitational theory (Purkey) are studied as a practical way to understand and identify a strength-based approach in the classroom. Students learn that positive classrooms understand that each child is different and, to emphasize capabilities rather than deficits and to capitalize on those differences. Using the science of the strengths-based philosophy, students study their own strengths and analyze how to build their learning community around the strengths of each child.

**FDN 310 Introduction to Peace Psychology/ Education and Peace (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.

**FDN 330 Research & Writing (3 credits)**

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.

**EDU 406 Exceptional Student Education/ Students with Unique Needs (3 credits)**

In this course students explore the legal and educational concerns of educating exceptional children. Emphasis placed on the historical perspectives, analysis of Federal and State laws and regulations and their implications in the learning environment. Students will analyze models of delivery and social, emotional, behavioral, and parental considerations for special education in the Montessori learning environment.

**EDU 310 Educational Technology/Technology and Education (3 credits)**

Students will examine and redefine their perspectives and views of technology, as they relate to teaching and learning. The course is designed to increase basic awareness of technology concepts and to provide experiences that facilitate individual thinking. Students will examine the value and potential contributions of the use of technology in the Montessori learning environment, and the importance of technology training and professional development opportunities for educators.

**EDUM 301 Foundations of Montessori Philosophy/ Foundations and Theories (3 credits)**

This course covers the life of Dr. Maria Montessori as well as her inclusion within an educational point of view, beginning with Pestalozzi, Rousseau, and Piaget. The course discusses similarities between Montessori philosophy and current educational philosophies, such as constructivism and Gardner's theory of multiple intelligences. Highlights of Dr. Montessori's philosophy of education are discussed. Finally, the course covers important information for teachers on how to implement the Montessori philosophy in the creative tension between philosophy and practice.

**EDUM 302 Observation and Classroom Management (3 credits)**

Participants will be asked to reflect on the art and science of observation, a critical part of any Montessori learning environment. The course will highlight actual Montessori classes in action as well as illustrate the dynamics of educator and student interaction. Participants will observe children in actual classrooms at the early childhood and elementary levels and will be asked to give summaries of their observations on various aspects of observation. The course will be interspersed with readings from Dr. Montessori's writings on will, imagination, discipline, normalization, and other important topics relating to understanding the children in our care.

**EDUM 303 Montessori Teaching: Mathematics I (3 credits)**

The course covers the introduction to math for elementary students in a Montessori setting. Simple counting and skip counting using Montessori materials are highlighted as well as an introduction to the decimal system and beginning operations of addition using the Golden Bead material. The unit also includes lectures on the philosophy and scope and sequence of the Montessori mathematics curriculum.

**EDUM 304 Montessori Teaching: Mathematics II (3 credits)**

This course covers presentations on the Montessori materials for addition and multiplication. Materials for operations and memorization are demonstrated. Video lectures on the philosophy and scope and sequence of the Montessori mathematics curriculum are repeated.

**EDUM 405 Montessori Teaching: Mathematics III (3 credits)**

The course covers presentations on the Montessori materials for subtraction and division, visual discrimination of two and three-dimensional forms, the beginning study of lines, angles, and polygons, as well as an introduction to fractions. Video lectures on the philosophy and scope and sequence of the Montessori mathematics curriculum are included throughout.

**EDUM 306 Montessori Teaching: Language Arts I (3 credits)**

This course covers the development of oral language and correct expression in young children as well as instruction on beginning handwriting skills using Montessori metal inset and sandpaper letter materials. This course also covers reading across the curriculum using whole language technique as well as the philosophy and scope and sequence of the Montessori language curriculum focusing on emergent readers.

**EDUM 407 Montessori Teaching: Language Arts II (3 credits)**

This course covers presentations introducing the study of phonics (English), spelling, syllabication, affixes, and punctuation for emergent readers. Video lectures on the philosophy and scope and sequence of the Montessori language curriculum are included.

**EDU 415 Sciences and Cultural Studies Education (3 credits)**

This course examines science education as a cultural, cross-age, cross-class, and cross-disciplinary phenomenon. The Montessori cultural studies include history, geography (physical and cultural), science, botany, zoology, music, and art. The students will consider how cultural subjects are taught in a very specific order, (big picture to smaller parts), and are integrated into the curriculum.

## **Master of Arts in Montessori Education (MAEd)**

### ***Program Description and Purpose***

The Master's degree in Education is designed to enhance qualifications for individuals in classroom teaching incorporating the Montessori approach to education. Working in conjunction with affiliated Montessori Accreditation Council for Teacher Education (MACTE) accredited training centers, the program offers both a conceptual understanding of Montessori education as well as applied teaching techniques for its effective implementation. The Master's degree incorporates elements of affiliated training program instructional modules into Sarasota University's graduate degree classes. The Master's program is structured to meet MACTE requirements for accreditation by course content and contact hours as part of the degree curriculum. This degree program is 36 credit hours, with fully online courses as well as blended learning courses with short, intensive residencies. Working with affiliated training centers, the University provides practical classroom experiences for observations as well as training sites for residencies.

For those seeking MACTE accreditation, there is a year-long supervised internship which can be taken off site through one of the affiliated partners. The internship requires extensive observation in Montessori classrooms. Faculty Advisors will help facilitate that experience. Internship site supervisors are mutually selected by the student and University and trained by the Internship Coordinator. Each intern's resident teacher/mentor and internship site is approved both by the affiliated training center and Sarasota University staff.

This program enhances educator preparation to work in Montessori public, private, and charter schools. Graduates receive a Master's in Education degree from Sarasota University, and are eligible for Montessori Accreditation Council for Teacher Education (MACTE) certification through an affiliated training center.

### ***Program Objectives***

The educational goals and objectives of Sarasota University's Montessori Education program are to prepare highly qualified educators based on the Montessori Accreditation Council for Teacher Education (MACTE) Competencies for Montessori Teacher Certification.

#### ***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; and
- 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 students;
- 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.

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

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Core Requirements</b>		<b>18 credits</b>
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
<b>Montessori Foundations</b>		<b>6 credits</b>
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3
<b>Montessori Teaching Concentration (select one of the following)</b>		<b>9 credits</b>
	<b><i>Early Childhood</i></b>	<b>3</b>
EDUM 523	Montessori Early Childhood Methods I	3
EDUM 624	Montessori Early Childhood Methods II	3
EDUM 625	Montessori Early Childhood Methods III	3
	<b><i>Elementary I</i></b>	<b>9 credits</b>
EDUM 533	Montessori Elementary I Methods I	3
EDUM 634	Montessori Elementary I Methods II	3
EDUM 635	Montessori Elementary I Methods III	3
	<b><i>Elementary I &amp; II</i></b>	<b>9 credits</b>
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
<b>Montessori Education Capstone</b>		<b>3 credits</b>
EDUM 619	Leadership in the Montessori Setting	3
<b>Practicum/Residency Option</b>		<b>3 credits</b>
EDUM 690	Montessori Educator Practicum or Residency	3

## **MONTESSORI EDUCATION 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 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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### ***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, & 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.

#### **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, & 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.

#### **EDUM 625 Montessori Early Childhood Methods III**

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, & 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.

### ***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, & 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.

#### **EDUM 634 Montessori Elementary I 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 nine years old, and is aligned to the MACTE standards.

#### **EDUM 635 Montessori Elementary I Methods III**

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, & 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.

### ***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.

#### **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.

**EDUM 645 Montessori Elementary I & II Methods III**

This course will explore Montessori methods, practices, and pedagogy across multiple disciplines, including: mathematics, language arts, & 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.

**EDUM 690 Educator Practicum or Residency (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.

**Master of Arts in Montessori Leadership (MA)*****Program Description and Purpose***

This master's degree is for heads of Montessori schools who want to improve their leadership and managerial skills as they run their Montessori schools or prepare for an administrative position in a Montessori school. The foundation of the program are the educational leadership standards adopted by the National Policy Board for Educational Administration, as noted below, and most state educational organizations. The emphasis is on visionary leadership.

The Montessori courses are written for leadership and represent a specialization in Montessori education. These standards are embedded throughout the coursework and internship. The program is designed to prepare prekindergarten through 12th-grade teachers for administrative positions in public, private, charter, and nonpublic schools and school systems. However, the program does not lead to state licensure as a school assistant principal, principal, or other building or district administrator.

This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses contemporary practices in education. The Montessori Leadership coursework provides a solid foundation for leading Montessori schools.

Course content draws on the science of leadership (e.g., Marzano, Wheatley), melded with Strengths Theory, and Positive Psychology. The emphasis of coursework is on developing the strengths of students and teachers. Specific courses deal with welcoming all students and assuring that they all receive an effective and enduring education.

## **Program Objectives**

The educational goals and objectives of Sarasota University's leadership programs are the Educational Leadership Policy Standards: ISLLC 2008, *as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007.*

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

### Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

### Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

### Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership

- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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

Course Number	Course Title	Credit Hours
<b>Core Requirements</b>		<b>9 credits</b>
EDL 600	Strengths-Based Educational Leadership	3
EDU 620	Improving Schools Through Data-driven Change	3
EDU 621	Culturally-Responsive Education	3
<b>Montessori Foundations</b>		<b>9 credits</b>
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3
EDUM 609	Survey of Elementary Montessori Curriculum for Administrators	3
<b>Montessori Leadership Concentration</b>		<b>15 credits</b>
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
<b>Montessori Education Capstone</b>		<b>3 credits</b>
EDUM 619	Leadership in the Montessori Setting	3
<b>Practicum or Residency Option</b>		<b>3 credits</b>
EDUM 612	School Administrative Practicum: Practical Applications for Montessori Administrators	3

## 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 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.

**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 and 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.

**EDL 603 Educational Budgeting and Finance (3 credits)**

Using 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.

**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.

**EDL 606 School Improvement Process (3 credits)**

This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school.

**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 as consumers of the latest research on a topic. Through practice, students will become familiar with the various online research sites that specialize in leadership and educational research.

**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 leadership standard: “High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.”

### **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.

### **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.

### **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 of education, and Strengths Theory.

### **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.

### **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.

**EDUM 612 School Administrative Practicum: Practical Applications for Montessori Administrators (3 credits)**

This course is designed for administrators and instructional leaders who are not working directly in a class setting. This course focuses on school leadership, understanding the Montessori scope and sequence, empowering staff, exceptional student education, record keeping, and a further overview of Montessori philosophy. Assignments include observations of various models of Montessori schools, interviews with school leaders, designing a plan to balance both personal and professional obligations/responsibilities, and a reflection on the practice of leadership.

**Doctor of Education in Montessori Education (EdD) and Doctor Completion Program (EdD)*****Program Description and Purpose***

This is an advanced graduate program in Montessori Education. It offers credentialed Montessori teachers advanced preparation for a career in Montessori education as a classroom teacher, or as a specialist in Montessori teacher preparation. It is a ladder program, offering integrated tiers at the levels of the Advanced Graduate Certificate, Education Specialist, and the Doctor of Education. It also allows for concentration in Instructional Leadership or Leadership in Teacher Preparation. The program has an innovative, learner-centered curriculum focused on preparing students to ethically lead and influence within the profession of education.

For those seeking MACTE accreditation, there is a year-long supervised internship which can be taken off site. The internship requires extensive observation in Montessori classrooms. Faculty Advisors will help facilitate that experience. Internship site supervisors are mutually selected by the student and University and trained by the Internship Coordinator. Each intern's resident teacher/mentor and internship site is approved both by the affiliated training center and Sarasota University staff.

This program enhances educator preparation to work in Montessori public, private, and charter schools. Graduates receive an Advanced Graduate Certificate (18 credits), a Specialist in Education Degree (Ed.S.) and as the terminal degree, the Doctor of Education degree (Ed.D.) in Montessori Education from Sarasota University.

**Program Objectives**

The educational objectives of Sarasota University's Montessori AGP program are: to offer credentialed and experienced Montessori teachers advanced preparation for a career in Montessori education as a classroom teacher, or as a specialist in Montessori teacher preparation; and to further careers as Montessori teachers, either working with children and youth, or as faculty working with adults in Montessori teacher preparation.

All Montessori Ed.D. graduates are required to demonstrate an appropriate set of the following competencies.

The competencies are divided into ten main domains as well as an introductory domain. Since there are two doctoral concentrations being proposed, the competencies will vary. A Competency Grid has been designed to pinpoint which competencies are assigned to each course.

The eleven domains are as follows:

0.0	<i>Orientation to Doctoral Study</i>
1.0	<i>Montessori Theory and Human Development</i>
2.0	<i>The Adult Learner</i>
3.0	<i>Montessori Curriculum and Materials</i>
4.0	<i>Teacher Education</i>
5.0	<i>Classroom Leadership and Observation</i>
6.0	<i>Parents and Families</i>
7.0	<i>Special Needs</i>
8.0	<i>Mindfulness and Peace</i>
9.0	<i>Strengths Based Psychology</i>
10.0	<i>Statistics and Research</i>

Number	Competencies
<b>0.0</b>	<b>Orientation to Doctoral Study</b>
<b>0.01</b>	Describe how doctoral studies are organized at Sarasota University
<b>0.02</b>	Demonstrate the outcomes and competencies required of a doctoral student.
<b>0.03</b>	Demonstrate proficiency in critical thinking.
<b>0.04</b>	Understand the rights and responsibilities of doctoral students
<b>0.05</b>	Understand and apply all the components of the doctoral program.
<b>0.06</b>	Articulate current and future career goals including areas of potential scholarship and expertise.
<b>0.07</b>	Understand and apply technology.
<b>0.08</b>	Collaborate with all members in the doctoral program
<b>1.0</b>	<b>Montessori Theory and Human Development</b>
<b>1.01</b>	Understand and apply Montessori theory, philosophy, and pedagogy.
<b>1.02</b>	Understand the integrated role of child development, children's learning and curriculum/program implementation

<b>1.03</b>	Appreciate the significant features involved in the Montessori philosophy in relation to the teacher, the child and the environment.
<b>1.04</b>	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.
<b>1.05</b>	Discuss the development of Montessori Theory and identify its major elements
<b>1.06</b>	Define Cosmic Plan, Cosmic Education, and Cosmic Tasks.
<b>1.07</b>	Discuss the Five Central themes and the Great Lessons.
<b>1.08</b>	Identify cosmic components and programming from Montessori Children's House (Preschool) through the secondary program.
<b>1.09</b>	Recognize the power of storytelling and will become aware of his or her own potential for using storytelling.
<b>1.10</b>	Understand when and where storytelling may be applicable in their classrooms and schools
<b>1.11</b>	Identify and discuss major forms of storytelling used in schools
<b>1.12</b>	Choose, practice and perform stories in his or her own local classroom, school, or community.
<b>1.13</b>	Record his or her stories, and post the link for instructor and peer observation and review
<b>2.0</b>	<b>The Adult Learner</b>
<b>2.01</b>	Understand and apply andragogy; the theory of adult learning.
<b>2.02</b>	Respect the inherent dignity of adults and their right to participate in an appropriately structured education, as well as a responsibility to guarantee this right for others.
<b>2.03</b>	Select techniques and methods best used to develop, deliver, and evaluate courses and training material based on the adult learner's needs and the learning environment.
<b>2.04</b>	Demonstrate an understanding of the ways in which appropriate technologies can be used to facilitate adult teaching and learning.
<b>2.05</b>	Understand differing viewpoints and thought processes of the adult learner.
<b>2.06</b>	Know and practice effective active teaching, learning, communication, evaluation, and assessment strategies for adult learners who adhere to the principles of Montessori education.
<b>2.07</b>	Explore cognitive development in adulthood.
<b>2.08</b>	Prepare syllabi and lesson plans for teacher education based upon established competencies and Montessori best practice.

<b>2.09</b>	Develop a personal code of ethics and social responsibility, a professional commitment statement, or a statement of personal philosophy relative to working with adult learners in Montessori.
<b>2.10</b>	Present lectures and other instructional components on any Montessori material, curriculum, or theory topic.
<b>2.11</b>	Use multiple teaching and learning strategies to engage adults in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities.
<b>2.12</b>	Demonstrate ability to create and present instruction to adults.
<b>3.0</b>	<b>Montessori Curriculum and Materials</b>
<b>3.01</b>	Understand and apply Montessori theory and principles as they relate to all aspects of the curriculum.
<b>3.02</b>	Identify diverse models of curriculum including Montessori curriculum.
<b>3.03</b>	Develop an understanding of the historical development of the elementary Montessori curriculum.
<b>3.04</b>	Develop a complete integrated Montessori curriculum plan in a subject area or grade level.
<b>3.05</b>	Understand and apply curriculum theory, Montessori core and cosmic curriculum, and its rationale and sequence.
<b>3.06</b>	Know and use Montessori methods and materials in all content areas in a sensorial, interdisciplinary manner.
<b>3.07</b>	Identify the five central themes in Montessori elementary and above.
<b>3.08</b>	Tell stories fluently, such as the Great Lessons
<b>3.09</b>	Demonstrate an ability to discuss and present Montessori materials and lessons in a manner that is respectful of human dignity, promotes peace, and involves collaboration for the common good.
<b>3.10</b>	Demonstrate the skill to present Montessori materials in a manner that will stimulate active participation and cognitive development.
<b>3.11</b>	Master presentations of materials, especially key lessons and guided discovery lessons.
<b>3.12</b>	Demonstrate an understanding of the design features of the Montessori materials, the motivation for the design and their history.
<b>3.13</b>	Develop effective communication and problem-solving abilities in working with the presentations of materials.
<b>3.14</b>	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.
<b>3.15</b>	Integrate interdisciplinary learning experiences.

<b>3.16</b>	Demonstrate advanced knowledge of the materials and presentation of Practical Life, Sensorial, Mathematics, Language Arts, History, Geography, and Geometry.
<b>3.17</b>	Enhance his or her ability to participate in and to lead a small group with an interdependent task.
<b>4.0</b>	<b>Teacher Education</b>
<b>4.01</b>	Develop instructional plans, strategies, and assessments basic to meeting individual needs of students and their various learning styles.
<b>4.02</b>	Demonstrate awareness of the history and meaning of accreditation and terminology associated with it.
<b>4.03</b>	Understand the accreditation process, MACTE requirements, and evaluate alternative accreditation programs.
<b>4.04</b>	Understand and develop a teacher education self-study that meets MACTE guidelines.
<b>4.05</b>	Become trained as an on-site team member and team leader.
<b>4.06</b>	Understand and apply the leadership responsibilities needed in a Montessori program and classroom.
<b>4.07</b>	Demonstrate familiarity with major Montessori organizations.
<b>4.08</b>	Explain a variety of Montessori teacher education programs, models, theories, instructional design components, materials and curriculum.
<b>4.09</b>	Evaluate Montessori teacher education programming.
<b>4.10</b>	Prepare a clear and persuasive professional report or presentation regarding Montessori teacher education programming.
<b>4.11</b>	Discuss Montessori programming in at least one other teacher Education Center.
<b>4.12</b>	Demonstrate understanding of a variety of Montessori teacher education programs and program models.
<b>4.13</b>	Demonstrate appropriate instruction of Montessori adult learners
<b>4.14</b>	Demonstrate ability to communicate Montessori theory and philosophy to trainees, community, and other professionals.
<b>5.0</b>	<b>Classroom Leadership and Observation</b>
<b>5.01</b>	Understand the relationship among classroom management practices and apply effective skills and strategies to build community.
<b>5.02</b>	Demonstrate effective management of environment, work, time, behavior, and records in a classroom.

<b>5.03</b>	Analyze and summarize Montessori's philosophical statements on the meaning of observation, its pedagogical purposes, and develop a plan for implementation and practice.
<b>5.04</b>	Understand and exercise legal, ethical, and professional responsibilities connected with gathering information about children.
<b>5.05</b>	Understand and apply a classroom leadership style to effectively teach.
<b>5.06</b>	Discuss and explain CORA, appropriate Montessori lesson planning, follow-up work, and focus groups.
<b>5.07</b>	Understand and implement effective lesson organization, record an effective lesson, and post the link for instructor and peer observation and review.
<b>5.08</b>	Describe the various methods of observation and guidelines associated with each method.
<b>5.09</b>	Implement and analyze various observation techniques to use with children from 2½ to 14 years of age.
<b>5.10</b>	Demonstrate the ability and skill to observe and record human behavior objectively focusing upon the needs and progress of students.
<b>5.11</b>	Enhance knowledge of child development by completing at least two (2) observations of children.
<b>5.12</b>	Evaluate personal observational experiences guided by objectivity and reasonable interpretations.
<b>5.13</b>	Develop and implement a leadership and management philosophy that recognizes the human rights and dignity of students while allowing them to develop personal and social responsibility.
<b>5.14</b>	Demonstrate knowledge of the effective use of various classroom leadership systems and develop awareness of the strong relationship between classroom management practices, teaching effectiveness and building community.
<b>5.15</b>	Demonstrate advanced knowledge of management of the classroom environment.
<b>5.16</b>	Develop time management skills as related to the classroom setting.
<b>5.17</b>	Develop strategies for managing the curriculum including scheduling and giving lessons.
<b>5.18</b>	Develop a management strategy for planning and keeping accurate and useful classroom records.
<b>5.19</b>	Demonstrate fair and ethical classroom leadership techniques to model justice and peace, and address issues of behavior.
<b>5.20</b>	Develop instructional plans, strategies, and assessments basic to meeting individual needs of students and their various learning styles.

<b>5.21</b>	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.
<b>6.0</b>	<b>Parents and Families</b>
<b>6.01</b>	Develop the ability to work and communicate effectively with parents, families, colleagues and other professionals to safeguard and promote children's welfare and to support children's development and learning.
<b>6.02</b>	Examine the dual role of parents - as a resource and client.
<b>6.03</b>	Learn how to plan, implement and evaluate parent meetings as well as other methods of conveying information to parents
<b>6.04</b>	Support families who are facing difficult issues or who have concerns which need to be addressed by the school personnel.
<b>6.05</b>	Develop awareness of the differing expectations of parents.
<b>6.06</b>	Examine current research and current practice in working with parents.
<b>6.07</b>	Demonstrate an understanding of the philosophy, history, and models of parent education
<b>6.08</b>	Identify some of the benefits of partnership for children, parents and careers, and practitioners.
<b>7.0</b>	<b>Special Needs</b>
<b>7.01</b>	Know the components of and the process for providing special education services in a Montessori setting.
<b>7.02</b>	Understand and apply effective strategies, methods, and techniques for special needs students.
<b>7.03</b>	Learn how to communicate with parents and families with special needs
<b>7.04</b>	Synthesize strategies and models of effective consultation and collaboration with school and community professionals.
<b>7.05</b>	Demonstrate awareness of differences and similarities of students with and without disabilities, and the teaching implications of diversity, including culture, language, ethnicity, race, socioeconomic status, gender, religion, and lifestyle orientation factors.
<b>7.06</b>	Discuss the major components of an IFSP/IEP and their processes, as well as the roles of students, families and professionals on the team.
<b>7.07</b>	Learn how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create an environment that is safe and productive
<b>7.08</b>	Demonstrate an understanding of what inclusive education is and what it is not.
<b>8.0</b>	<b>Mindfulness and Peace</b>
<b>8.01</b>	Understand contemporary and traditional mindfulness practices

<b>8.02</b>	Develop an understanding of key concepts in the theory and research of mindfulness in general, and classroom mindfulness in particular
<b>8.03</b>	Learn to creatively adapt and develop mindfulness practices in the classroom
<b>8.04</b>	Learn to implement peace education and a peace culture in the Montessori classroom
<b>8.05</b>	Analyze how peace science can be applied to a variety of classroom settings, promote conflict resolution, and create non-violent school environments.
<b>8.06</b>	Analyze how ritual and ceremony can contribute to classroom peace, harmony, and community.
<b>8.07</b>	Learn specific rituals or ceremonies for the Montessori classroom.
<b>8.08</b>	Analyze Practical Life activities including Grace and Courtesy and determine their applicability to mindfulness and peace.
<b>9.0</b>	<b>Strengths-Based Psychology</b>
<b>9.01</b>	Discuss and explain Strengths Theory,
<b>9.02</b>	Identify his or her top five strengths and create strategies for developing a deeper understanding of their value in Montessori Schools and how they can be used in instruction, relationship building, assessment, and classroom management in Early Childhood, lower elementary, upper elementary and middle school.
<b>9.03</b>	Understand current strengths and weaknesses as a leader in Montessori education, and develop one's own personal approach to the practice of leadership.
<b>9.04</b>	Develop a self-awareness of his or her own leadership capacities and develop an action plan for factors are vital to leading others and organizations
<b>9.05</b>	Identify the strengths of students in nido programs, children's house, lower elementary, upper elementary and middle school, and utilize those strengths in instruction, relationship building, assessment, and classroom management at each of these levels.
<b>9.06</b>	Create strengths-based strategies and applications for working with adults in teacher education.
<b>10.0</b>	<b>Statistics and Research</b>
<b>10.01</b>	Demonstrate sensitivity to the ethical and legal aspects of conducting research, as well as the uses and abuses of statistics.
<b>10.02</b>	Learn basic concepts of statistical analysis that use univariate (single-variable) and bivariate (two-variable) data.
<b>10.03</b>	Learn statistics terms.
<b>10.04</b>	Learn the organization and display of data.
<b>10.05</b>	Understand statistical distributions.
<b>10.06</b>	Learn measures of central tendency, dispersion, and skewness.

<b>10.07</b>	Calculate, analyze, interpret, and summarize quantitative data.
<b>10.08</b>	Articulate the purposes of educational research
<b>10.09</b>	Develop an understanding of specialized writing such as proposals, research reports, theses, dissertations, etc.
<b>10.10</b>	Study educational literature, interpret research, and apply it to educational settings.
<b>10.11</b>	Evaluate and identify bias in research studies.
<b>10.12</b>	Know and follow Sarasota University's advanced studies guidelines, regulations, protocols, and methods of research.
<b>10.13</b>	Develop critical thinking and academic writing competencies at the doctoral level.
<b>10.14</b>	Develop proficiency in the use of APA format.
<b>10.15</b>	Understand and use the data collection methods of quantitative research.
<b>10.16</b>	Demonstrate an advanced understanding of the characteristics, purposes, conditions, and applications of quantitative research methods.
<b>10.17</b>	Understand the nature of quantitative procedures and how they compare to qualitative procedures;
<b>10.18</b>	Identify various ways of collecting quantitative data (survey, cross-sectional, longitudinal, etc.
<b>10.19</b>	Understand how to summarize, compile, interpret, and report quantitative data.
<b>10.20</b>	Demonstrate an advanced understanding of the characteristics, purposes, conditions, and applications of qualitative research methods.
<b>10.21</b>	Understand the nature of qualitative procedures and how they compare to quantitative procedures.
<b>10.22</b>	Become familiar with the characteristics, language, and logic of qualitative research methods.
<b>10.23</b>	Understand the available techniques for designing a qualitative research study;
<b>10.24</b>	Understand how to summarize, compile, interpret, and report qualitative data
<b>10.25</b>	Know and apply the components of research including; research question, purpose of research, literature review, methodology, protocols, limitations of research, analysis and synthesis of collected data, appendixes, implications, validity, application, and potential future research.
<b>10.26</b>	Critically evaluate and synthesize existing research and make connections to practical educational settings.
<b>10.27</b>	Understand and demonstrate knowledge of all elements of a dissertation including; defense and written exams, committee collaboration, and written requirements.
<b>10.28</b>	Conduct a thorough review of the literature.

<b>10.29</b>	Clearly write a statement of problem, a definition of the topic, a conceptual framework, definitions of all terms, limitations and delimitations of the topic, and a statement of purpose
<b>10.30</b>	Demonstrate the scholarly significance and implications, and the expected contribution to knowledge of the research.
<b>10.31</b>	Develop and plan a research protocol and methodology, including a timeline.
<b>10.32</b>	Understand the role of a university IRB and apply for approval.
<b>10.33</b>	Identify and work productively with an advisor and faculty dissertation committee.
<b>10.34</b>	Organize and write the doctoral dissertation.

### Program of Study for Doctorate in Montessori Education (66 Credits)

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b>Core Requirements</b>	<b>(21 cr)</b>
EDUM 7010	Montessori Doctoral Study	3
EDUM 7020	Montessori Theory: An Enlightened System	3
EDUM 7030	Cosmic Education	3
EDUM 7040	Strengths-Based Montessori Leadership	3
EDUM 7050	Educational Storytelling	3
EDUM 7060	Montessori Curriculum Development	3
EDUM 7070	Observation: Approach and Proficiency	3
	<b>Core Research Requirements</b>	<b>(12 Cr)</b>
EDUM 7110	Data Analysis and Statistics	3
EDUM 7120	Research: Purpose and Design	3
EDUM 7150	Academic Research Writing	3
	Choose one of the two research courses below:	3
EDUM 7130	Qualitative Research	3
EDUM 7140	Quantitative Research	3
	<b>Concentration in Instructional Leadership</b>	<b>(18 Cr)</b>
EDUM 7210	Leadership in the Classroom	3
EDUM 7220	Advanced Montessori Methods and Beyond	3

EDUM 7230	Planning the Dynamic Montessori Environment	3
EDUM 7240	The Mindful Montessorian	3
EDUM 7250	Parents as Partners	3
EDUM 7260	Montessori Inclusion	3
	<b>Concentration in Teacher Education</b>	<b>(18 Cr)</b>
EDUM 7310	Adult Education Theory and Practice	3
EDUM 7320	Montessori Materials	3
EDUM 7330	Montessori Teacher Education Methods	3
EDUM 7340	Teacher Education Placement	3
EDUM 7350	Organization of Teacher Education Programs	3
EDUM 7360	Teacher Education Externship	3
	<b>Elective</b>	<b>(3 Cr)</b>
	Choose any class from the concentration that the student has not taken or an additional research course.	3
	<b>Dissertation</b>	<b>(12 Cr)</b>
EDUM 7510-7520-7530-7540-7550	Dissertation I - V	12
<b>TOTAL:</b>		<b>66</b>

## DOCTORAL PROGRAM IN MONTESSORI EDUCATION COURSE DESCRIPTIONS

### EDUM 7010 Montessori Doctoral Study (3 credits)

This required core orientation for new doctoral students is a prerequisite that must be taken before or concurrently with other first-term courses. This course offers basic information on doctoral studies at Sarasota University, including an overview of the doctoral program and each doctoral-level course; guidelines on research expectations and academic honesty; APA style; utilizing technology and distance learning opportunities; and the dissertation process. Time will be devoted to review essential Montessori history, philosophy, and practice, and the course will also cover practical topics like studying, personal goal-setting, and communication with other students and mentors. Finally, issues of university life, including school policies on civil rights, discrimination, harassment, drugs and alcohol, and behavioral expectations of everyone in the Sarasota University community, will be addressed.

**EDUM 7020 Montessori Theory: An Enlightened System (3 credits)**

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. A prerequisite or corequisite to all other courses after EDU 7020, this course introduces the program's rigorous standards in writing, discussing, and presenting.

**EDUM 7030 Cosmic Education (3 credits)**

This course offers an overview of the Montessori Cosmic program and the five Cosmic themes—the universe, life, humanity, communications, and math—and answers the fundamental questions: what does cosmic mean? What does the cosmic curriculum encompass? What are its elements? In defining the five Cosmic themes, the course explores how they develop from seeds planted in Early Childhood into the Great Lessons of Elementary and extensions in Secondary that naturally teach practical life skills, characteristics of gratitude and appreciation, and values such as honesty, fairness, and cooperation.

**EDUM 7040 Strengths-Based Montessori Leadership (3 credits)**

This required core course uses the frameworks of positive psychology and strengths-based leadership to explore leadership theory that promotes a culture of commitment and recognizes the strengths of all educators and students as a focus. In this course, students will learn to identify their own personal strengths as well as those of their individual students and create strategies for using these in Montessori instruction, relationship building, assessment, and classroom management at all levels: infants and toddlers, early childhood, lower elementary, upper elementary, and secondary school, including working with adults in teacher education.

**EDUM 7050 Educational Storytelling (3 credits)**

This required core course will explore the history of storytelling and why, when, and how to use stories in schools. Students will learn and practice seven types of school-based storytelling and practice creating and utilizing significant stories crafted specially to enhance the Montessori curriculum by matching specific lessons. Students will learn how to be successful, confident storytellers in Montessori and other educational settings.

**EDUM 7060 Montessori Curriculum Development (3 credits)**

This course introduces the role of technology in the development of the Montessori curriculum as well as the role of technology in the implementation of the Montessori curriculum in the 20th century. The course is designed for students who have earned Montessori credentials and are working toward their Doctoral degree. Emphasis is on the changing role of technology in the Montessori classroom. We will analyze Montessori's writings on technology and consider what current researchers suggest regarding technology and how educators are implementing technology in their schools. We will also analyze the life's work of Walt Disney, to evaluate how he utilized technology in new and diverse ways out of his love for children.

**EDUM 7070 Observation: Approach and Proficiency (3 credits)**

This required core course introduces techniques for observing children in Early Childhood through Secondary settings. Students will learn how to use specific tools to observe children's development, activities, and use of classroom materials, as well as the environment, and teaching techniques. The course, which requires a 15-hour field experience in a classroom, also emphasizes the ways in which observation develops intellectual integrity, humility, and empathy, as well as a sense of justice and confidence in reason.

**EDUM 7110 Data Analysis and Statistics (3 credits)**

This required core course introduces the discipline of statistics as applied to educational research applications and mathematical thinking; it will also explore the ethical and legal implications of statistics, as well as its relevance to social justice. Topics include data analysis; correlation and regression; sampling and experimental design; numerical summaries and graphs; data production through sampling and experimental design; and inferences such as confidence intervals and hypothesis tests. The course will also introduce data analysis with statistical computing and spreadsheet software.

**EDUM 7120 Research: Purpose and Design (3 credits)**

This required core research course explores the theoretical and practical foundations, as well as the ethical, legal, and social justice implications of, rigorous, summarily excellent doctoral-level research. While examining the assumptions, theories, and processes of qualitative, quantitative, and action research, students will define a project, begin to gather and analyze data, and report on their work.

**EDUM 7130 Qualitative Research (3 credits)**

This course introduces the assumptions, theories, and processes of qualitative inquiry in order to provide advanced graduate students with necessary theoretical foundations and to enhance their abilities to conduct qualitative research and evaluation.

**EDUM 7140 Quantitative Research (3 credits)**

The primary goal of this course is to learn how to use quantitative tools to answer research questions and improve the design of quantitative research projects. This introduction to many different types of quantitative research methods and statistical techniques will examine research problems, theory testing, causal inference, research instrument design, and special topics in quantitative research methods.

**EDUM 7150 Academic Research Writing (3 credits)**

Taken in the final term before beginning the dissertation, this is a required core capstone writing and research course for the doctoral student that focuses on developing and writing the problem statement and research questions for the dissertation; reviewing literature, and designing dissertation project research. Additional guidance toward dissertation writing will be covered, including APA style.

**EDUM 7210 Leadership in the Classroom (3 credits)**

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.

**EDUM 7220 Advanced Montessori Methods and Beyond (3 credits)**

This course explores individual units in Practical Life, Sensorial, Mathematics, Language Arts, History, Geography, and Geometry, emphasizing curriculum development, materials, methodology, and the development of curricular literacy. Students will consider scope and sequence, follow-up work, and higher order thinking applicable to advanced presentations in Montessori classrooms from Early Childhood through Secondary.

**EDUM 7230 Planning the Dynamic Montessori Environment (3 credits)**

This workshop-oriented course examines the role of scope and sequence, organized lesson plans, and other essential tools that support excellent, effective presentations. Students will learn to foster critical and higher-order thinking, effective communication, and problem-solving using Montessori materials and other hands-on activities at beginning and advanced levels. Will also address organized lesson plans, essential steps for excellent presentations, Guided Discovery, Focus Groups, Infusion of the Arts, and additional techniques.

**EDUM 7240 The Mindful Montessorian (3 credits)**

This course explores the history of mindfulness practice and essential mindfulness techniques for encouraging gratitude and conflict resolution in Montessori settings. Students will learn how mindful activities in rituals and classroom celebrations are central to Practical Life, Grace and Courtesy, and Peace Education. Connections between mindfulness practice and brain development and self-regulated learning will also be explored.

**EDUM 7250 Parents as Partners (3 credits)**

This course on developing partnerships with parents and families argues for parental involvement in schools and examines what “working in partnership” means. The course will examine current research and different approaches to parent education, parent conferences, and communicating with families and parents. A special focus on parents and families of children with special needs aims to develop awareness of the differing expectations of parents, and, in particular, understanding referrals.

**EDUM 7260 Montessori Inclusion (3 credits)**

This course provides an introduction to characteristics of exceptional children and an overview of theories, programs, curriculum and instructional strategies, and technological options for improving learning for students with disabilities in Montessori settings. The course will also cover legal issues pertinent to nondiscriminatory assessments, individualized educational plans, and parental involvement, and a 15-hour special education or inclusion field experience is required. Students will apply information gathered from, or generated by, observation, experience, reflection, reasoning, and communication, as a guide to action.

**EDUM 7310 Adult Education Theory and Practice (3 credits)**

This course will provide an in-depth study of adult education theory and the evolving practice as they relate to education pedagogy, andragogy and heutagogy. The planes of growth including the biological, physical, cognitive, social, and emotional development shall be discussed from conception through the lifespan. The emphasis will be on theory to practice as they relate to individual perception and practical application of development principles across career paths, higher education, and into professional development. Topics will include adult and traditional learning, self-directed learning, transformative learning, experiential learning, motivation theory, cognitive development, and critical thinking.

**EDUM 7320 Montessori Materials (3 credit`12s)**

In this course, students will investigate Montessori materials from the multiple perspectives of purpose, design, function, history, use, and place in the curriculum. By examining the importance of each material and the purpose of each facet of its design, the course aims to foster presentational mastery and effectiveness, especially of key lessons and guided discovery lessons. This course requires extensive lab time to practice presentational fluency, effective communication, critical thinking, problem-solving, and decision-making as they relate to advancing student and educator alike along the continuum of theory to practice and specifically from the concrete to the contextualizing abstract relationships .

**EDUM 7330 Montessori Teacher Education Methods (3 credits)**

By examining a variety of teacher education program (TEP) structures, including collegiate plans, and working collaboratively to identify and solve complex problems, students in this course will earn their MACTE program auditor qualification. Focused on consultation and accreditation, course topics include accreditation standards, methods, and procedures; syllabi; tests and evaluation; instructional planning and calendars; and program evaluation.

**EDUM 7340 Teacher Education Placement (3 credits)**

This synthesis of adult learning theories, Montessori theory, and teaching skills aims to provide students with applicable strategies to improve presentational skills and work more effectively with adults in a Montessori context. Students will practice and strengthen their lecturing and presentation skills while analyzing and evaluating improvements in Montessori teacher education centers.

**EDUM 7350 Organization of Teacher Education Programs (3 credits)**

This course consists of an experiential module at an approved Montessori teacher education program (TEP) other than the one where the student's own Montessori teacher education was taken. The student will participate in a four-week (minimum) self-guided, self-disciplined segment at the assigned center that focuses on the student's level of specialization. While completing at least one full course component at the assigned site, the student will examine, audit, and evaluate the approved TEP. The student will then present findings and reflections on the experience that meet rigorous standards for clarity, accuracy, reasoning, depth, breadth, and fairness.

**EDUM 7360 Teacher Education Externship (3 credits)**

This course includes a three week (minimum), supervised Montessori leadership/teacher education practicum in an approved Montessori Teacher Education Program where the student will teach selected course elements to adult learners. This heavily self-guided, self-disciplined experience will be supported by an externship seminar in which students will raise clear, vital questions and problems; meticulously gather and assess relevant information; and clearly formulate well-reasoned conclusions and solutions. At least one on-site visit by a consultant will be required during this class. This class is required for Teacher Preparation students.

### **Dissertation (12 credits)**

**EDUM 7510 Dissertation I**

**EDUM 7520 Dissertation II**

**EDUM 7530 Dissertation III**

**EDUM 7540 Dissertation IV**

**EDUM 7550 Dissertation V**

Students are required to be registered for at least one dissertation course during each term during which they are preparing either the dissertation proposal or the final dissertation for committee presentation. This requirement remains in effect until the required 12 credits have been amassed and the dissertation is complete.

## **11.3 College of Business**

### **Master of Business Administration (MBA)**

#### ***Program Description and Purpose***

The Master of Business Administration (MBA) program is designed for those who seek to acquire graduate level knowledge, leadership, and management skills in analytic and practical applications to successfully perform in complex and rapidly changing business environments. The curriculum provides students the tools to build personal talent and strengths to significantly contribute to a broad variety of business situations. Students study *Strengths-based leadership* in their first course and use the tenets of strengths-based theory throughout their program including their capstone.

The capstone for the MBA program gives students the opportunity to highlight their talents by integrating the theories and strategies to generate solutions to business challenges. This integrative experience allows students to critically examine and evaluate their area of emphasis and problem solving skills.

The degree program is 36 credit hours. The required courses consist of 27 credit hours and 9 credit hours are taken in an area of emphasis. Students who require prerequisite courses may have to complete more than 36 credit hours to receive the MBA.

With the approval of the Dean of Business, a student may substitute appropriate electives for selected required courses, up to 18 credits to provide for additional program specializations and individualized learning experiences.

### ***Program Learning Objectives***

1. Knowledge: Demonstrate foundational knowledge in the primary functional areas of business (accounting, finance, marketing, management).
2. Communication: Research, write, and present business plans using appropriate terminology that is properly supported.
3. Problem Solving: Diagnose and critically evaluate complex business problems and opportunities making informed data driven value-based decisions.
4. Strategy: Develop a strategic plan that aligns organizational forces with future-oriented business environments.
5. Integration: Effectively analyze and integrate the different dimensions and interrelationships of business practices and personal strengths to achieve organizational goals.

### ***Program Requirements***

The MBA degree program requires the satisfactory completion of 36 credit hours. Required courses consist of 27 credit hours and 9 credit hours in an area of emphasis. Students needing prerequisite courses may be required to take more than 36 credit hours.

### ***Prerequisites***

Students without appropriate undergraduate business coursework must either complete four \*prerequisite courses or transfer in their equivalent prior to beginning the required Business Administration courses. The program chair, in some cases, may allow students to take the prerequisite courses concurrently with the required courses. The student will be notified during the admission process if one or more of these prerequisite courses is needed.

\*Business Statistics

\*Financial Management

\*Principles of Accounting

\* Economic Analysis

Credit hours for these courses may not be used in the master's program.

### **Program of Study for Master of Business Administration (MBA) (36 Credits)**

<b><i>Prerequisites:</i></b>		
BUS 502	Business Statistics	3 credits
BUS 504	Principles of Accounting	3 credits

BUS 505	Financial Management	3 credits
BUS 507	Economic Analysis	3 credits
<b>REQUIRED COURSES</b>		
BUS 601	Organizational Theory and Behavior	3 credits
BUS 602	Statistics for Managers (Prerequisite: Bus 502 or equivalent)	3 credits
BUS 603	Marketing Management	3 credits
BUS 604	Managerial Accounting (Prerequisite: Bus 504 or equivalent)	3 credits
BUS 605	Managerial Finance (Prerequisite: Bus 505 or equivalent)	3 credits
BUS 606	Operations and Project Management	3 credits
BUS 607	Global Economic Environment (Prerequisite: Bus 507 or equivalent)	3 credits
BUS 608	Information Technology and Competitive Advantage	3 credits
INT 690 or	International Business: An Integrative Experience (Capstone) <i>Prerequisite(s): A minimum of 30 credit hours in the MBA program.</i>	3 credits
MGT 691 or	Strategic Management: An Integrative Experience (Capstone) <i>Prerequisite(s): A minimum of 30 credit hours in the MBA program</i>	3 credits
SCM 694	Supply Chain Management and Logistics: An integrative Experience (Capstone) <i>Prerequisite: A minimum of 30 cr hrs in the MBA program</i>	3 credits
<b>AREAS OF EMPHASIS: CUSTOMIZED AREA OF EMPHASIS – (9 CREDIT HOURS)</b>		
<b>International Business - (9 Credit Hours)</b>		
INT 651	International Business	3 credits
INT 652	Cross-Cultural Management	3 credits
INT 653	International Marketing	3 credits
INT 654	International Internship	3 credits
INT 655	International Field Study	3 credits
INT 690	International Business: An Integrative Experience (Capstone) <i>Prerequisite: A minimum of 30 cr hrs in the MBA program</i>	3 credits
<b>Strategic Management – (9 credit hours)</b>		
MGT 641	Management and Leadership	3 credits
MGT 642	Managing Human Resources	3 credits
MGT 643	Organizational Development and Change	3 credits
MGT 644	Managerial Internship	3 credits
INT 652	Cross-Cultural Management	3 credits
MGT 691	Strategic Management: An Integrative Experience (Capstone) <i>Prerequisite: A minimum of 30 cr hrs in the MBA program.</i>	3 credits

<b>Supply Chain Management and Logistics - (9 credit hours)</b>		
SCM 681	Project Management	3 credits
SCM 682	Purchasing Management	3 credits
SCM 683	Logistics Operations	3 credits
SCM 684	Logistics Strategy	3 credits
SCM 685	Global Supply Chain Management	3 credits
SCM 694	Supply Chain Management and Logistics: An Integrative Experience (one) <i>Prerequisite: A minimum of 30 cr hrs in the MBA program</i>	3 credits

## **Prerequisite Courses:**

### **Bus 502 Business Statistics (3 credits)**

In a competitive environment, business managers must facilitate never-ending improvements at all stages of manufacturing and service. This introductory course blends the conceptual understanding of statistics with real-world application of various statistical methodologies.

### **Bus 504 Principles of Accounting (3 credits)**

Basic accounting theory and principles are examined by introducing accounting concepts with examples that are familiar to the student. Besides basic concepts, IFRS is covered keeping students at the forefront of global issues. Fraud is also examined as students explore how the lack of specific internal controls can result in real-world fraud.

### **Bus 505 Financial Management (3 credits)**

This course is designed to examine the field of finance and provide the foundation for more advanced finance coursework. Topics include sources of business and financial information, financial statement analysis, the time value of money, the nature and measurement of risk, financial institutions, investments and corporate finance.

### **Bus 507 Economic Analysis (3 credits)**

This course provides an introduction and basic understanding of principles of microeconomics and macroeconomics as they relate to the business environment. Students will analyze real-life situations and discover practical solutions to the challenges managers face. This course provides the foundation for more advanced economic coursework and is designed for students without background in macro and micro economics.

## **Required Courses**

### **Bus 601 Organizational Theory and Behavior (3 credits)**

Students are introduced to theoretical perspectives for viewing organizations and examining human behavior within complex social systems. Skills and abilities essential for effective management in changing organizational contexts are emphasized. Topics include motivation, team building, decision-making, power and politics, leadership, and organizational culture. The Business Administration curriculum provides students the tools to build personal talent and strengths to significantly contribute to a broad variety of business situations. In this first course, students study *Strengths-based leadership* in and use the tenets of strengths-based theory throughout their program coursework, including their capstone.

**Bus 602 Statistics for Managers (3 credits)**

*(Prerequisite: Bus 502 or equivalent)*

This course focuses on statistical methods for today's managers. Students learn how to apply statistical techniques to real business problems. Student comprehension and skills are built by incorporating various functional areas of business, data-driven examples, exercises, and cases that demonstrate statistical applications.

**Bus 603 Marketing Management (3 credits)**

Students will gain a working knowledge of both marketing theory and the practical application of innovative marketing strategies. This course examines strategies for designing and implementing marketing efforts to target markets. Students learn how organizations can create and deliver value to customers and stakeholders. Ethical dimensions in marketing are also examined.

**Bus 604 Managerial Accounting (3 credits)**

*(Prerequisite: Bus 504 or equivalent)*

Effective managers and leaders are expected to understand and utilize financial and managerial accounting concepts and apply them to their areas of responsibilities. This course will explore various accounting tools and techniques and students will learn to utilize this knowledge for effective decision-making. Discussions on the use of computers and real life examples provide contemporary relevance.

**Bus 605 Managerial Finance (3 credits)**

*(Prerequisite: Bus 505 or equivalent)*

Students are exposed to important concepts and terms used by financial analysts and corporate strategists. This course provides an analytical framework for financial decision making. An analytical framework is presented for capital budgeting, risk, and investment decisions. Theories of corporate governance and ethics are discussed.

**Bus 606 Operations and Project Management (3 credits)**

In today's business environment, organizations depend on effective and efficient operations and execution of projects. In this course students learn how operations and project management skills contribute to the success of an organization. Students examine methods to analyze and improve organizational processes.

**Bus 607 Global Economic Environment (3 credits)**

*(Prerequisite: Bus 507 or equivalent)*

Today's global environment and organizations are impacted by economic decisions regularly. This course gives the student a working knowledge and analytical tools for real-world decision making. Students examine market structure strategic interactions. A focus of the implications of government regulatory policies will also be a part of this course. Key economic concepts include market demand, market supply, market equilibrium, marginal analysis, production, costs, revenue, and profit.

**Bus 608 Information Technology and Competitive Advantage (3 credits)**

The global business environment, management thinking, and experience with information technology are changing how organizations establish a competitive advantage. This course focuses on using information technology (IT) for a competitive advantage and has a global emphasis. Focus is placed on how business and IT align and ways in which managers can implement strategic information systems. Students analyze real companies and competitive strategies.

**INT 690 International Business: An Integrative Experience (Capstone) (3 credits)**

*(Prerequisite(s): A minimum of 30 credit hours in the MBA program)*

This course examines international dimensions of business policy and policy decision making. The capstone experience allows students to develop a project with their instructor that integrates the knowledge gained from prior coursework. Students sharpen their skills and strengths by diagnosing, analyzing, evaluating, deploying and assessing a solution to an international organizational challenge.

**Or**

**Mgt 691 Strategic Management: An Integrative Experience (Capstone) (3 credits)**

*(Prerequisite(s): A minimum of 30 credit hours in the MBA program)*

This course examines business policy and policy decision making. The capstone experience allows students to develop a project with their instructor that integrates the knowledge gained from prior coursework. Students sharpen their skills and strengths by diagnosing, analyzing, evaluating, deploying, and assessing a solution to an organizational challenge.

**Or**

**SCM 694 Supply Chain Management and Logistics: An Integrative Experience (Capstone) (3 credits)**

*(Prerequisite(s): A minimum of 30 credit hours in the MBA program)*

This course examines business policy and policy decision making related to supply chain management and logistics. The capstone experience allows students to develop a project with their instructor that integrates the knowledge gained from prior coursework. Students sharpen their skills and strengths by diagnosing, analyzing, evaluating, deploying, and assessing a solution to an organizational challenge.

## **Areas of Emphasis**

### **Customized Area of Emphasis – (9 credit hours)**

For this *Area of Emphasis* students may choose any three 600 level courses with the permission of their faculty advisor.

### ***International Business – (9 credit hours)***

#### **INT 651 International Business Practice (3 credits)**

The purpose of this course is to provide students with a comprehensive understanding of the political, legal, economic, social, and technological forces shaping today's global business environment. Current and significant issues in international business are examined. Today multinational corporations are increasingly exposed to greater risks and students explore these risks along with theories and practices emerging in this field.

#### **INT 652 Cross-Cultural Management (3 credits)**

In an increasingly global world, managers must be able to handle diversity effectively. Different cultures bring differing understandings of the nature of management and the role of organizations in society. Differing beliefs, values, and ethics can be a source of conflict. This course provides students with theoretical and practical tools to negotiate productive and respectful relationships when working and doing business with people from other cultures.

#### **INT 653 International Marketing (3 credits)**

This course provides students with an advanced understanding of the principles and practices of marketing in global markets. Students explore ethical, legal, cultural and political issues related to international marketing. Topics include product positioning, promotional strategies, pricing issues, and distribution strategies.

#### **INT 654 International Internship (3 credits) Take this course with INT 690 International Business: An Integrative Experience (Capstone) (3 credits)**

An internship is approved for practical experience where international business knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role international business plays in today's global business environment, and how one might better prepare to be successful in the profession. A signature from the faculty advisor is required before registration for course credit. At the end of the term a reflective paper that blends the practical work and academic knowledge will be submitted. The instructor serves as the intern supervisor and works with the student to identify an approved internship site and site mentor. Specific guidance for the Internship is found in the University's *Internship Handbook*.

#### **INT 655 International Field Study (3 Credits)**

International locations vary. This course requires students to participate in an international trip guided by the instructor. Students will focus on the social, political, economic, and cultural characteristics of the countries visited. A signature from the instructor is required before registration and any additional fees will be provided prior to registration. Register for this course 6 months before the trip is scheduled to begin. Certain restrictions apply. Contact the instructor for details. Also see the posting for INT 655 at the University website.

***Strategic Management – (9 credit hours)***

**MGT 641 Management and Leadership (3 credits)**

The purpose of this course is to introduce students to the fundamental concepts and techniques involved in managing and leading today's dynamic and complex organizations. An overview of organizational behavior and a solid grounding in management is essential to successfully guiding organizations. Students will become familiar with basic managerial practices and effective leadership skills.

**MGT 642 Managing Human Resources (3 credits)**

This course provides a sophisticated understanding of contemporary views and complex issues in human resource management. Topics include employee selection, performance appraisal, training, development, human resource policy, and strategy. The legal and ethical aspects of human resource management are also examined.

**MGT 643 Organizational Development and Change (3 credits)**

Students explore models of individual, group, and social change. Major theories and interventions in organizational development and behavior are examined. Emphasis is placed on diagnosing organizational challenges and facilitating planned change to improve organizational effectiveness.

**MGT 644 Managerial Internship (3 credits)**

An internship is approved for practical experience where managerial business knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role management plays in today's business environment, and how one might better prepare to be successful in the profession. A signature from the faculty advisor is required before registration for course credit. At the end of the term a reflective paper, that blends the practical work and academic knowledge will be submitted. The instructor serves as the intern supervisor and works with the student to identify an approved internship site and site mentor. Specific guidance for the Internship is found in the University's *Internship Handbook*.

**INT 652 Cross-Cultural Management (3 credits)**

In an increasingly global world, managers must be able to handle diversity effectively. Different cultures bring differing understandings of the nature of management and the role of organizations in society. Differing beliefs, values, and ethics can be a source of conflict. This course provides students with theoretical and practical tools to negotiate productive and respectful relationships when working and doing business with people from other cultures.

**College Credit Business Certificate Program (Graduate)****Program Description and Purpose**

The College Credit Business Certificate (Graduate) program is designed for those who seek to acquire knowledge in specialized areas of business operations. The program curriculum provides students the tools to build personal talent and strengths to significantly contribute to a broad variety of business situations in the specialized area of interest. Students study Strengths-based leadership and use the tenets of strengths-based theory throughout their program.

**Program Learning Objectives**

1. Knowledge: Demonstrate foundational knowledge in the primary functional specialized areas of business operations.
2. Communication: Research, write, and present business plans using appropriate terminology that is properly supported.
3. Problem Solving: Diagnose and critically evaluate complex business problems and opportunities making informed data driven value-based decisions.
4. Strategy: Develop a strategic plan that aligns organizational forces with future-oriented business environments.
5. Integration: Effectively analyze and integrate the different dimensions and interrelationships of business practices and personal strengths to achieve organizational goals.

**Program Requirements**

The College Credit Business Certificate (Graduate) program requires the satisfactory completion of 12 credit hours (4 courses) in an area of specialization. Students needing prerequisite courses may be required to take more than 12 credit hours.

**Prerequisites**

Students without appropriate undergraduate Business coursework must either complete four (4) prerequisite courses or transfer in their equivalent prior to beginning the specialization courses. The program chair, in some cases, may allow students to take the prerequisite courses concurrently with

the specialization courses. The student will be notified during the admission process if one or more of these prerequisite courses is needed.

\*Business Statistics

\*Financial Management

\*Principles of Accounting

\* Economic Analysis

Credit hours for these courses may not be used in the Certificate program or Master's program.

### College Credit Business Certificate (Graduate) Specializations

International Business

Strategic Management

Supply Chain Management and Logistics

### Courses for the College Credit Business Certificate Program (Graduate)

<b>Prerequisites:</b>		
BUS 502	Business Statistics	3 credits
BUS 504	Principles of Accounting	3 credits
BUS 505	Financial Management	3 credits
BUS 507	Economic Analysis	3 credits
<b>AREAS OF SPECIALIZATION:</b>		
<b>Business (Graduate)</b> <b>International Business (12 Credit Hours)</b> <i>(Student selects four courses with the help of an advisor)</i>		
INT 651	International Business	3 credits
INT 652	Cross-Cultural Management	3 credits
INT 653	International Marketing	3 credits
INT 654	International Internship	3 credits
INT 655	International Field Study	3 credits
<b>Business (Graduate)</b> <b>Strategic Management (12 Credit Hours)</b> <i>(Student selects four courses with the help of an advisor)</i>		
MGT 641	Management and Leadership	3 credits
MGT 642	Managing Human Resources	3 credits
MGT 643	Organizational Development and Change	3 credits
MGT 644	Managerial Internship	3 credits
INT 652	Cross-Cultural Management	3 credits

<b>Business (Graduate)</b> <b>Supply Chain Management and Logistics - (12 Credit Hours)</b> <i>(Student selects four courses with the help of an advisor)</i>		
SCM 681	Project Management	3 credits
SCM 682	Purchasing Management	3 credits
SCM 683	Logistics Operations	3 credits
SCM 684	Logistics Strategy	3 credits
SCM 685	Global Supply Chain Management	3 credits

### Prerequisites

#### **BUS 502 Business Statistics (3 credits)**

In a competitive environment, business managers must facilitate never-ending improvements at all stages of manufacturing and service. This introductory course blends the conceptual understanding of statistics with real-world application of various statistical methodologies.

#### **BUS 504 Principles of Accounting (3 credits)**

Basic accounting theory and principles are examined by introducing accounting concepts with examples that are familiar to the student. Besides basic concepts, IFRS is covered keeping students at the forefront of global issues. Fraud is also examined as students explore how the lack of specific internal controls can result in real-world fraud.

#### **BUS 505 Financial Management (3 credits)**

This course is designed to examine the field of finance and provide the foundation for more advanced finance coursework. Topics include sources of business and financial information, financial statement analysis, the time value of money, the nature and measurement of risk, financial institutions, investments and corporate finance.

#### **BUS 507 Economic Analysis (3 credits)**

This course provides an introduction and basic understanding of principles of microeconomics and macroeconomics as they relate to the business environment. Students will analyze real-life situations and discover practical solutions to the challenges managers face. This course provides the foundation for more advanced economic coursework and is designed for students without background in macro and micro economics.

## **Required Courses:**

### **International Business**

#### **INT 651 International Business Practice (3 credits)**

The purpose of this course is to provide students with a comprehensive understanding of the political, legal, economic, social, and technological forces shaping today's global business environment. Current and significant issues in international business are examined. Today multinational corporations are increasingly exposed to greater risks and students explore these risks along with theories and practices emerging in this field.

#### **INT 652 Cross-Cultural Management (3 credits)**

In an increasingly global world, managers must be able to handle diversity effectively. Different cultures bring differing understandings of the nature of management and the role of organizations in society. Differing beliefs, values, and ethics can be a source of conflict. This course provides students with theoretical and practical tools to negotiate productive and respectful relationships when working and doing business with people from other cultures.

#### **INT 653 International Marketing (3 credits)**

This course provides students with an advanced understanding of the principles and practices of marketing in global markets. Students explore ethical, legal, cultural and political issues related to international marketing. Topics include product positioning, promotional strategies, pricing issues, and distribution strategies.

#### **INT 654 International Internship (3 credits)**

An internship is approved for practical experience where international business knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role international business plays in today's global business environment, and how one might better prepare to be successful in the profession. A signature from the faculty advisor is required before registration for course credit. At the end of the term a reflective paper that blends the practical work and academic knowledge will be submitted. The instructor serves as the intern supervisor and works with the student to identify an approved internship site and site mentor. Specific guidance for the Internship is found in the University's *Internship Handbook*.

#### **INT 655 International Field Study (3 Credits)**

International locations vary. This course requires students to participate in an international trip guided by the instructor. Students will focus on the social, political, economic, and cultural characteristics of the countries visited. A signature from the instructor is required before registration and any additional fees will be provided prior to registration. Register for this course 6 months before the trip is scheduled to begin. Certain restrictions apply. Contact the instructor for details. Also see the posting for INT 655 at the University website.

### **Strategic Management**

**MGT 641 Management and Leadership (3 credits)**

The purpose of this course is to introduce students to the fundamental concepts and techniques involved in managing and leading today's dynamic and complex organizations. An overview of organizational behavior and a solid grounding in management is essential to successfully guiding organizations. Students will become familiar with basic managerial practices and effective leadership skills.

**MGT 642 Managing Human Resources (3 credits)**

This course provides a sophisticated understanding of contemporary views and complex issues in human resource management. Topics include employee selection, performance appraisal, training, development, human resource policy, and strategy. The legal and ethical aspects of human resource management are also examined.

**MGT 643 Organizational Development and Change (3 credits)**

Students explore models of individual, group, and social change. Major theories and interventions in organizational development and behavior are examined. Emphasis is placed on diagnosing organizational challenges and facilitating planned change to improve organizational effectiveness.

**MGT 644 Managerial Internship (3 credits)**

An internship is approved for practical experience where managerial business knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role management plays in today's business environment, and how one might better prepare to be successful in the profession. A signature from the faculty advisor is required before registration for course credit. At the end of the term a reflective paper, that blends the practical work and academic knowledge will be submitted. The instructor serves as the intern supervisor and works with the student to identify an approved internship site and site mentor. Specific guidance for the Internship is found in the University's *Internship Handbook*.

**INT 652 Cross-Cultural Management (3 credits)**

In an increasingly global world, managers must be able to handle diversity effectively. Different cultures bring differing understandings of the nature of management and the role of organizations in society. Differing beliefs, values, and ethics can be a source of conflict. This course provides students with theoretical and practical tools to negotiate productive and respectful relationships when working and doing business with people from other cultures.

## **Supply Chain Management and Logistics**

### **SCM 681 Project Management (3 credits)**

This course focuses on the concepts, tools, and practices of project management. Systems approach to managing and controlling the project process life cycle will involve methods for planning, executing, monitoring and controlling, and closing projects. Case studies will integrate as part of the body of knowledge areas for project scope, schedules, quality, project risk, resources, project communications, costs and budgets. In addition, cases will examine process inputs and outputs, tools and techniques, potential for cost overruns, and professional and social responsibilities. Students will use MS Project Software for this course.

### **SCM 682 Purchasing Management (3 credits)**

This course will examine the business to business purchasing cycle for operating supplies, raw materials, components parts and assemblies, and capital equipment within the context of the integrated supply chain management organizational concept. Purchasing management issues related to make or buy decision, supplier evaluation and selection, global sourcing, the total cost of ownership, contracts and legal terms, negotiation, purchasing ethics, and information systems are discussed.

### **SCM 683 Logistics Operations (3 credits)**

This course will consider an integrated view of procurement, operations, and logistics management. A variety of tools and frameworks including information technology requirements, capabilities, and considerations for using IT applications in logistics are presented to assist students understand the basis behind effective logistics decision making and how it relates to broader issues in managing the entire supply chain and delivery of goods and services to the user.

### **SCM 684 Logistics Strategy (3 credits)**

This course will focus on collaboration and strategy execution. Emphasis is on assessing, establishing metrics, expectations, contracting, and managing external business relationships in sourcing, logistics and operations. Topics include logistics strategy; supply restructuring and change management; and distribution, customer service, and inventory policy. A combination of interactive class discussion, case study analysis, simulation exercises, and research are used by students in solving logistics problems.

### **SCM 685 Global Supply Chain Management (3 credits)**

This course focuses on management and improvement of supply chain processes and performance as they relate to global sourcing. The topics include ownership and location, trade-offs in sourcing, types of relationship arrangements with suppliers and vendors, global supply chain design, logistics, and outsourcing, and supply chain innovations. A combination of interactive class discussion, case study analysis, simulation exercises, and research are used by students in solving logistics problems in context of global transportation, communications, trade agreements, and international arrangements.

## 11.2 College of Education

### **Bachelor of Science Completion Program in Montessori Education (BS - Montessori Education)**

#### ***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 teacher 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
<b>Core Requirements</b>		<b>18</b>
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
<b>Montessori Education Courses</b>		<b>42</b>
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
<b>Core Requirements</b>		<b>18</b>
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
<b>Montessori Foundations</b>		<b>6</b>
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3
<b>Montessori Teaching Concentration (select <i>one of the following</i>)</b>		<b>9</b>
<b><i>Early Childhood</i></b>		
EDUM 523	Montessori Early Childhood Methods I	3
EDUM 624	Montessori Early Childhood Methods II	3
EDUM 625	Montessori Early Childhood Methods III	3
<b><i>Elementary I</i></b>		
EDUM 533	Montessori Elementary I Methods I	3
EDUM 634	Montessori Elementary I Methods II	3
EDUM 635	Montessori Elementary I Methods III	3
<b><i>Elementary I &amp; II</i></b>		
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
<b>Capstone Requirement</b>		<b>3</b>
EDUM 619	Leadership in the Montessori Setting	3

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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, Frobel, 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
<b>Core Requirements</b>		<b>9</b>
EDL 600	Strengths-Based Educational Leadership	3
EDU 620	Improving Schools Through Data-driven Change	3
EDU 621	Culturally-Responsive Education	3
<b>Montessori Foundations</b>		<b>9</b>
EDUM 601	Montessori Philosophy	3
EDUM 602	Montessori Classroom Observation and Management	3

EDUM 609	Survey of Elementary Montessori Curriculum for Administrators	3
<b>Montessori Leadership Concentration</b>		<b>15</b>
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
<b>Capstone Requirement</b>		<b>3</b>
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 21<sup>st</sup> 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 theory 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](http://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: Enrollment Agreements



### Graduate Enrollment Agreement – Business Programs v.GB2023-07-20

**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"/> Business Administration (MA) <input type="checkbox"/> Business Certificate
Total Credits in the Program			
Proposed Start Date		Approved Awarded Credit Hours	
Projected Completion Date		Last Acceptable Completion Date	
Admission Officer		Vice President of Academic Affairs	
Date Accepted by the University		Scholarship Award	

Credential awarded for satisfactory completion of the selected program	
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	

### ***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***

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.

### ***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

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

\*The final cost of a degree program will depend on transfer credits accepted, the cost of textbooks, supplies and other miscellaneous costs.

### 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. The \$50 Application Fee or \$40 Readmission fee will not be refunded. 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
<b>Drop/Add Period</b> (through end of the <b>first</b> week of classes)	100% of the tuition
Through the end of the <b>second</b> week of classes	80% of the tuition
Through the end of the <b>third</b> week of classes	60% of the tuition
Through the end of the <b>fourth</b> week of classes	40% of the tuition
Through the end of the <b>fifth</b> week of classes	20% of the tuition
After the <b>fifth</b> 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: [anita.blalock@sarasotauniversity.edu](mailto:anita.blalock@sarasotauniversity.edu)

- Mastercard, Visa, American Express
- 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.

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



### **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.**

## Undergraduate Enrollment Agreement - Montessori Ed

v.UG2023-07-20

**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	BACHELOR OF SCIENCE (BS)	MONTESSORI EDUCATION	TOTAL CREDITS	120
Name of Admission Officer		Vice President of Academic Affairs		
Name of the Vice President of Affairs				
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 an Associate of Arts or Associate of Science degree from a U.S. institution of higher education that is approved 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). 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 "C+" average (2.5 g.p.a) or better in all undergraduate coursework.
- 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 2.5 or higher (on a 4.0 scale) and a grade of "D" in no more than 2 courses.
- Completion of the program requirements within five years of matriculation.

***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.

***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

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

\*The final cost of a degree program will depend on transfer credits accepted, the cost of textbooks, supplies and other miscellaneous costs.

### 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. The \$50 Application Fee or \$40 Readmission fee will not be refunded.

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

Amount of Course work Completed	Tuition Refund
<b>Drop/Add Period</b> (through end of the <b>first</b> week of classes)	100% of the tuition
Through the end of the <b>second</b> week of classes	80% of the tuition
Through the end of the <b>third</b> week of classes	60% of the tuition
Through the end of the <b>fourth</b> week of classes	40% of the tuition
Through the end of the <b>fifth</b> week of classes	20% of the tuition
After the <b>fifth</b> 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: [anita.blalock@sarasotauniversity.edu](mailto:anita.blalock@sarasotauniversity.edu)

- Mastercard, Visa, American Express
- 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.

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



### **Minimum Time for Degree Completion**

The minimum time required for completion of a bachelor's degree is two years for students who enter the degree program with an associate degree 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 undergraduate level, fulltime enrollment is considered 9 credits per trimester, normally no more than 6 credits per term. However, students will need to take one extra course per year in order to complete the degree in two years. In this manner, the undergraduate program can be completed in six trimesters 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 degree 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.**

## 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		Maximum Degree Completion Date	
Admission Officer		Vice President of Academic Affairs	
Date Accepted by the University		Scholarship Award	

Credential awarded for satisfactory completion of the selected program	
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	

**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**

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.

**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

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

\*The final cost of a degree program will depend on applied or transfer credits accepted, the cost of textbooks, supplies and other miscellaneous costs.

### **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. The \$50 Application Fee or \$40 Readmission fee will not be refunded. 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.**

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

<b>Tuition Charged per Course</b>	<b>Week of Withdrawal</b>	<b>Refundable Percentage of Tuition</b>	<b>Amount of Tuition University Retains</b>	<b>Amount of Tuition Refunded to the Student</b>
\$ 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: [anita.blalock@sarasotauniversity.edu](mailto:anita.blalock@sarasotauniversity.edu)

- Mastercard, Visa, American Express
- 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.

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



### **Minimum Time for Degree Completion**

The minimum time required for completion of a master's 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.

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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


**SARASOTA**  
 UNIVERSITY

## 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"/>

**SARASOTA**  
UNIVERSITY**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](mailto:info@sarasotauniversity.edu)

## Appendix C: Programs of Study



### Program of Study College Credit Business Certificate Program (Graduate)

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Business Certificate (12 Credit Hours)</b>			
Course Number	Course Name	Date Taken	Comments
	<i>Prerequisites</i>		
BUS 502	Business Statistics		
BUS 504	Principles of Accounting		
BUS 505	Financial Management		
BUS 507	Economic Analysis		
	<i>Areas of Specialization (Select four courses under advisement)</i>		
	<i>International Business (12 credit hours)</i>		
INT 651	International Business		
INT 652	Cross-Cultural Management		
INT 653	International Marketing		
INT 654	International Internship		
INT 655	International Field Study		
	<i>Strategic Management (12 credit hours)</i>		
MGT 641	Management and Leadership		
MGT 642	Managing Human Resources		
MGT 643	Organizational Development and Change		
MGT 644	Managerial Internship		
INT 652	Cross-Cultural Management		
	<i>Supply Chain Management and Logistics (12 credit hours)</i>		
SCM 681	Project Management		
SCM 682	Purchasing Management		
SCM 683	Logistics Operations		
SCM 684	Logistics Strategy		
SCM 685	Global Supply Chain Management		

**Program of Study**  
**MBA with emphasis in International Business**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Master of Business Administration (36 Credit Hours)</b>			
Course Number	Course Name	Date Taken	Comments
	<i>Prerequisites</i>		
BUS 502	Business Statistics		
BUS 504	Principles of Accounting		
BUS 505	Financial Management		
BUS 507	Economic Analysis		
	<i>Core courses</i>		
BUS 601	Organizational Theory and Behavior		
BUS 602	Statistics for Managers (Prerequisite: BUS 502 or equivalent)		
BUS 603	Marketing Management		
BUS 604	Managerial Accounting (Prerequisite: BUS 504 or equivalent)		
BUS 605	Managerial Finance (Prerequisite: BUS 505 or equivalent)		
BUS 606	Operations and Project Management		
BUS 607	Global Economic Environment (Prerequisite BUS 507 or equiv)		
BUS 608	Information Technology and Competitive Advantage		
	<i>International Business Emphasis</i>		
	<i>(Complete 9 credit hours from the following courses)</i>		
INT 651	International Business		
INT 652	Cross-Cultural Management		
INT 653	International Marketing		
INT 654	International Internship		
INT 655	International Field Study		
	<i>International Business Capstone</i>		
INT 690	International Business: An Integrative Experience (Capstone) Prerequisite(s): A min. of 30 credit hours in the MBA program		

**Program of Study**  
**MBA with emphasis in Strategic Management**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Master of Business Administration (36 Credit Hours)</b>			
Course Number	Course Name	Date Taken	Comments
	<i>Prerequisites</i>		
BUS 502	Business Statistics		
BUS 504	Principles of Accounting		
BUS 505	Financial Management		
BUS 507	Economic Analysis		
	<i>Core courses</i>		
BUS 601	Organizational Theory and Behavior		
BUS 602	Statistics for Managers (Prerequisite: BUS 502 or equivalent)		
BUS 603	Marketing Management		
BUS 604	Managerial Accounting (Prerequisite: BUS 504 or equivalent)		
BUS 605	Managerial Finance (Prerequisite: BUS 505 or equivalent)		
BUS 606	Operations and Project Management		
BUS 607	Global Economic Environment (Prerequisite BUS 507 or equiv)		
BUS 608	Information Technology and Competitive Advantage		
	<i>Strategic Management Emphasis</i>		
	<i>(Complete 9 credit hours from the following courses)</i>		
MGT 641	Management and Leadership		
MGT 642	Managing Human Resources		
MGT 643	Organizational Development and Change		
MGT 644	Managerial Internship		
INT 652	Cross-Cultural Management		
	<i>Strategic Management Capstone</i>		
MGT 691	Strategic Management: An Integrative Experience (Capstone) Prerequisite(s): A min. of 30 credit hours in the MBA program		

**Program of Study**  
**MBA with emphasis in Supply Chain Management and Logistics**

Student Name: \_\_\_\_\_ Term/Year Started \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Master of Business Administration (36 Credit Hours)**

Course Number	Course Name	Date Taken	Comments
	<i>Prerequisites</i>		
BUS 502	Business Statistics		
BUS 504	Principles of Accounting		
BUS 505	Financial Management		
BUS 507	Economic Analysis		
	<i>Core courses</i>		
BUS 601	Organizational Theory and Behavior		
BUS 602	Statistics for Managers (Prerequisite: BUS 502 or equivalent)		
BUS 603	Marketing Management		
BUS 604	Managerial Accounting (Prerequisite: BUS 504 or equivalent)		
BUS 605	Managerial Finance (Prerequisite: BUS 505 or equivalent)		
BUS 606	Operations and Project Management		
BUS 607	Global Economic Environment (Prerequisite BUS 507 or equiv)		
BUS 608	Information Technology and Competitive Advantage		
	<i>Supply Chain Management and Logistics Emphasis</i>		
	<i>(Complete 9 credit hours from the following courses)</i>		
SCM 681	Project Management		
SCM 682	Purchasing Management		
SCM 683	Logistics Operations		
SCM 684	Logistics Strategy		
SCM 685	Global Supply Chain Management		
	<i>Supply Chain Management and Logistics Capstone</i>		
SCM 694	Supply Chain Management and Logistics: An Integrative Experience (Capstone)		
	<i>Prerequisite(s): A min. of 30 credit hours in the MBA program</i>		

**Program of Study**  
**BS with Major in Montessori Education**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____		Prerequisite: 60 credit hours of transfer courses with at least 15 credits in General Education.	
<b>Bachelor of Science (120 Credit Hours)</b>			
Course Number	Course Name	Date Taken	Comments
	<b>Foundations [General Education] (15 cr):</b>		
SSC 300	Strengths-Based Philosophy		
FDN 310	Introduction to Peace Psychology		
FDN 320	Film in Society		
FDN 330	Research and Writing		
FDN 340	World Geography		
	<b>Individualized Instruction (6 cr) from the following:</b>		
EDU 406	Exceptional Student Education		
EDU 408	Gifted and Talented Education		
EDU 409	Common Core Standards		
EDU 412	English Speakers of Other Languages (ESOL)		
	<b>Instructional Technology (6 cr) from the following:</b>		
EDU 310	Educational Technology		
EDU 413	Teaching with Social Media		
EDU 414	Collaborative Learning & High Impact Instruction		
	<b>Montessori Core Requirements (6 cr)</b>		
EDUM 301	Foundations of Montessori Philosophy		
EDUM 302	Observation and Classroom Management		
	<b>Montessori Teaching Concentration (15 cr)</b>		
EDUM 303	Montessori Teaching: Mathematics I		
EDUM 304	Montessori Teaching: Mathematics II		
EDUM 405	Montessori Teaching: Mathematics III		
EDUM 306	Montessori Teaching: Language Arts I		
EDUM 407	Montessori Teaching: Language Arts II		
	<b>Education Electives (6 cr)</b>		
EDU 415	Sciences and Cultural Studies Education		
EDU 420	Improving Schools through Data-Driven Change		
	<b>Practicum Requirements (6 cr)</b>		
EDUM 410	Montessori Teacher Practicum I		
EDUM 411	Montessori Teacher Practicum II (with 1 yr internship)		

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

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Master of Arts in Education (36 Credit Hours)</b>			
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 &amp; 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

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

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Master of Arts (36 Credit Hours)</b>			
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  
EdD in Montessori Education**

Student Name: _____ Term/Year Started _____			
Student ID Number: _____			
<b>Doctor of Montessori Education (66 Credit Hours)</b>			
Course Number	Course Name	Date Taken	Comments
	<i>Core courses (21 cr)</i>		
EDUM 7010	Doctoral Study		
EDUM 7020	Montessori Theory – An Enlightened System		
EDUM 7030	Cosmic Education		
EDUM 7040	Strengths-Based Montessori Leadership		
EDUM 7050	Educational Storytelling		
EDUM 7060	Montessori Curriculum Development		
EDUM 7070	Observation Approach and Proficiency		
	<i>Core Research Requirements (12 cr)</i>		
EDUM 7110	Data Analysis and Statistics		
EDUM 7120	Research: Purpose and Design		
EDUM 7150	Academic Research Writing		
	Choose one of the two research courses below:		
EDUM 7130	Qualitative Research		
EDUM 7140	Quantitative Research		
	<i>Concentration in Instructional Leadership (18 cr)</i>		
EDUM 7210	Leadership in the Classroom		
EDUM 7220	Advanced Montessori Methods and Beyond		
EDUM 7230	Planning the Dynamic Montessori Environment		
EDUM 7240	The Mindful Montessorian		
EDUM 7250	Parents as Partners		
EDUM 7260	Montessori Inclusion		
	<i>Concentration in Teacher Education (18 cr)</i>		
EDUM 7310	Adult Education and Theory		
EDUM 7320	Montessori Materials		
EDUM 7330	Organization of Teacher Education Programs		
EDUM 7340	Teacher Education Methods		
EDUM 7350	Teacher Education Placement		
EDUM 7360	Teacher Education Externship		

## **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](mailto: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)

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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

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