



**THE Montessori University**  
**Strengths-Based, Student Centered**

**2026 Catalog**

**Effective January 1, 2026**

Address: 5104 N Lockwood Ridge Road, Suite 102, Sarasota, Florida 34234

Mailing address: 2875 Ashton Road, P.O. 17848, Sarasota, FL 34276

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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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**Catalog Version**

**2026 -2027**

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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 learners. 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, online university environment that incorporates sound practices in adult learning through use of current instructional tools and resources.

**Sarasota University offers all programs 100% online** using a variety of technologies to support student-focused learning combined with practice-based experiences. Students complete coursework online utilizing the University's online course delivery system to study and download course content, submit assignments, 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 trimester having two 8-week terms (see Calendar, p. 12). Regular classes are not scheduled for the breaks between semesters. 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, schools, community groups and business organizations.

The academic year runs from September 1 through August 31. 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 an eight (8) week session. Admission to a course closes the fifth day of classes in each term. Students are strategically enrolled in courses aligned to their Program of Study in order to maximize the learning experience and ensure on time completion of their degree. Students may choose to enroll in one or two courses each session. Should a student wish to enroll in more than two courses in a session, a meeting with the Provost must be scheduled to consider this request.

**In the Sarasota University experience, students interact 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. 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 degree program upon admission to the University. This plan may be updated in the event of a change of program, to accommodate a student's schedule and/or course offerings. Students and their program advisors use the PoS to keep track of the student's progress through the degree program. 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 degree program changes, students may continue to take the classes in their current PoS or decide to move to the updated course of study for their degree.

**New student preparation.** New students and faculty are provided with a code to complete the required CliftonStrengths online assessment. Faculty are provided the codes to access these profiles as part of their onboarding process. Additionally, members of the SU learning community are invited to complete a free [Values In Action \(VIA\)](#) profile to determine their personal values and how they operationalize values in practice.

**University changes** will be provided to faculty and students by university notifications through the online learning management system and SU email if any changes are made at the institution.

## 2.0 CONTACT INFORMATION

### **Campus Address:**

Sarasota University's main office 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. Access to the office is by appointment only. 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 online 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 prior 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 US Federal holidays <https://www.opm.gov/policy-data-oversight/pay-leave/federal-holidays/#url=2026> :

| Holidays               | Academic Year 2026-2027                 |
|------------------------|---|
| Thursday, January 1    | New Year's Day                          |
| Monday, January 19     | Birthday of Dr. Martin Luther King, Jr. |
| Monday, February 16 *  | Washington's Birthday                   |
| Monday, May 25         | Memorial Day                            |
| Friday, June 19        | Juneteenth National Independence Day    |
| Friday, July 03 **     | Independence Day                        |
| Monday, September 07   | Labor Day                               |
| Monday, October 12     | Columbus Day/Indigenous People's Day    |
| Wednesday, November 11 | Veterans Day                            |
| Thursday, November 26  | Thanksgiving Day                        |
| Friday, December 25    | Christmas Day                           |

### **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, Montessori-inspired 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, Montessori-infused 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, 2026 - 2028

| Sarasota University Calendar        | 2026            | 2027            | 2028            |
|-------------------------------------|-----------------|-----------------|-----------------|
| <b>Spring Semester</b>              |                 |                 |                 |
| <b>Spring Term I Classes Begin</b>  | Jan 06          | Jan 05          | Jan 04          |
| <b>Spring Term I Classes End</b>    | Mar 02          | Mar 01          | Feb 28          |
| <b>Spring Term II Classes Begin</b> | Mar 03          | Mar 02          | Feb 29          |
| <b>Spring Term II Classes End</b>   | Apr 27          | Apr 26          | Apr 24          |
| <b>Spring Break: No Classes</b>     | Apr 28 - May 04 | Apr 27 - May 03 | Apr 25 - May 01 |
| <b>Summer Semester</b>              |                 |                 |                 |
| <b>Summer Term I Classes Begin</b>  | May 05          | May 04          | May 02          |
| <b>Summer Term I Classes End</b>    | Jun 29          | Jun 28          | Jun 26          |
| <b>Summer Term II Classes Begin</b> | Jun 30          | Jun 29          | Jun 27          |
| <b>Summer Term II Classes End</b>   | Aug 24          | Aug 23          | Aug 21          |
| <b>Summer Break: No Classes</b>     | Aug 25 - Aug 31 | Aug 24 - Aug 30 | Aug 22 - Aug 28 |
| <b>Fall Semester</b>                |                 |                 |                 |
| <b>Fall Term I Classes Begin</b>    | Sep 01          | Aug 31          | Aug 29          |
| <b>Fall Term I Classes End</b>      | Oct 26          | Oct 25          | Oct 23          |
| <b>Fall Term II Classes Begin</b>   | Oct 27          | Oct 26          | Oct 24          |
| <b>Fall Term II Classes End</b>     | Dec 21          | Dec 20          | Dec 18          |
| <b>Fall Break: No Classes</b>       | Dec 22 - Jan 04 | Dec 21 - Jan 03 | Dec 19 - Jan 01 |

## **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 fulfilling what Dr. Montessori called their "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 collective 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 inspiration being Dr. Montessori's work, we integrate the theory and practice of *Positive Psychology*, and *Strengths-Based* learning as the foundation of instruction, and interpersonal relationships. Faculty members are qualified with Montessori credentials, advanced degrees, certifications and relevant professional work experiences that equip them to 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 Montessori-inspired, 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 recognizing and uplifting the unique characteristics of each person and treating them with kindness.
- DIGNITY: We believe there is honor and value in all forms of work and lived experience.
- STUDENT-CENTERED: We care about people as individuals and are focused on creating opportunity in response to the 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 and in achieving their cosmic task(s).
- 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 in positive and impactful ways.

### **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 [Values in Action \(VIA\)](#) 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, 2020).

**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, 2020).

### ***Positive Psychology***

The concept of positive psychology permeates Sarasota University, from admission to graduation. In his book, *Authentic Happiness* (2002), Martin Seligman 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”.

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 of study and inter/intra personal development. We change the area of “getting ahead at work” to “getting ahead in your educational program and in life”.

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. 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

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.

## **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.

### **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.

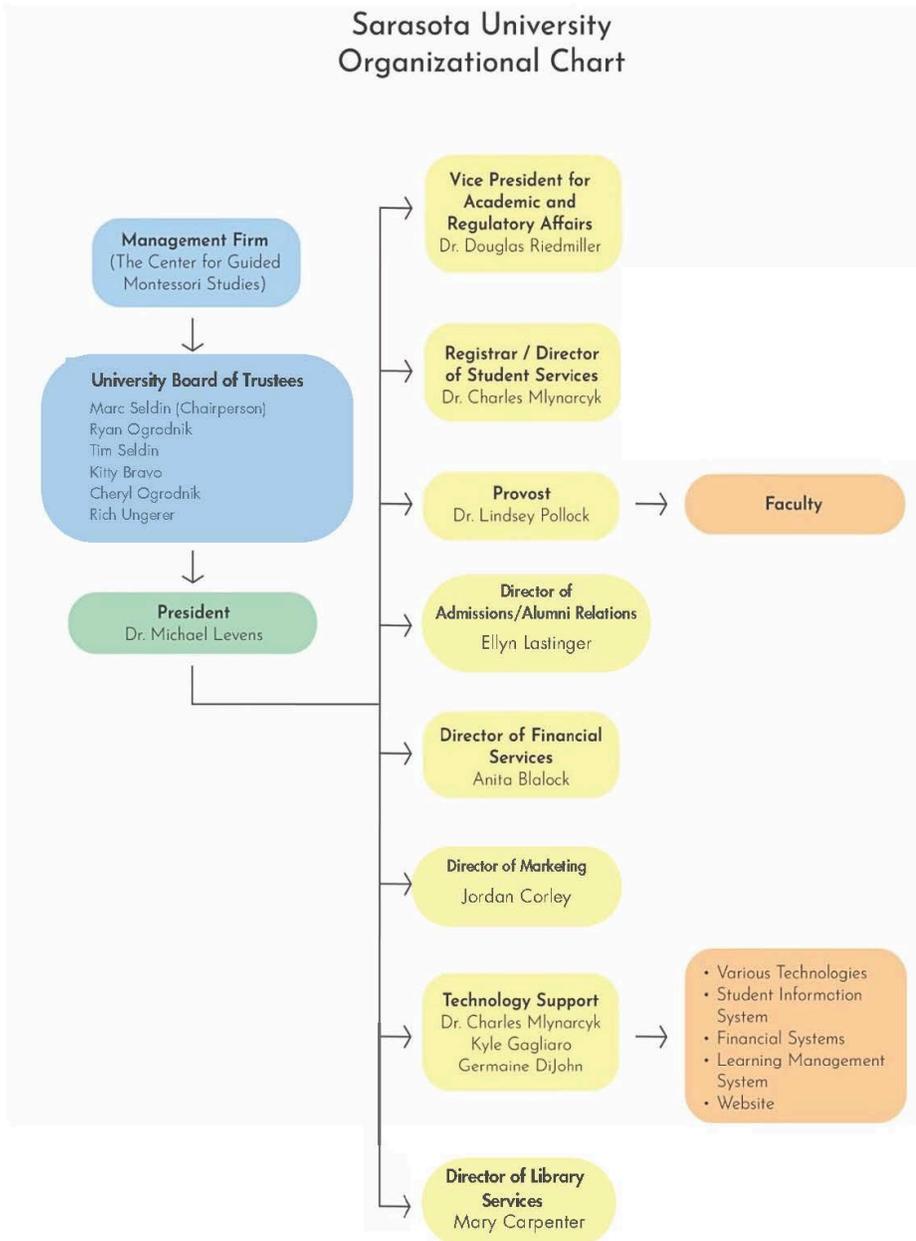
#### **Board of Trustees**

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

#### **Administrators**

- Michael Levens, Ph.D., President
- Douglas Riedmiller, Ph.D., Vice President of Academic Affairs, and Director of Operations and Regulatory Affairs
- Lindsey Pollock, Ed.D., Provost
- Ellyn Lastinger, Director of Admissions
- Heather Lorenz, Admissions Assistant
- Charles Mlynarczyk, Ph.D., Director, Office of Student Services, Registrar and Technology Support
- Mary Carpenter, M.L.S., Director of Library Services
- Anita Blalock, Director of Financial Services
- Jordan Corley, Director of Marketing

## 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, enrolled 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 their written and 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 openly express 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. Additionally, respect for the confidentiality of conversations and personal information shared in class discussions is expected to stay within the boundaries of the university setting.

### **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, students have access to faculty, staff and administrators who are 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. The Provost and SU staff and faculty 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) or emailing the Provost, Dr. Lindsey Pollock at [lindsey.pollock@sarasotauniversity.edu](mailto:lindsey.pollock@sarasotauniversity.edu).

### **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 two (2) 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). Sarasota's IRB is registered with the National Institute of Health (NIH) and adheres to all policies associated with the research conducted at SU.

These documents are given to students electronically during research-related orientation seminars and/or courses and are available through the Office of Academic Affairs. Specific training modules pertaining to IRB are available at the NIH website and application forms are available through the Office of Academic Affairs 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 online platforms provided by Sarasota University. 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 each session.

## **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**

It is recommended that students have access to a computer (desktop or laptop) that is no more than three (3) years old. A Google Chrome browser is recommended to interface with the SU email system provided through the University's Google suite.

PC Users: Pentium II 300 or equivalent with 96 MB memory, Monitor, Sound Card and Printer. Operating System: Chrome OS (Windows 7, 8, 10 or 11 recommended) Mac Users, please note: although coursework is accessible via Apple 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 antivirus and other security features up to date.

**The University supports students' academic success** through online tutorials regarding the learning management system, technology and library resources. Additional assistance

also is available by request through the academic advisor or Student Services.

### **Safety First**

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

### **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 (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.

### **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 OR if the applicant has fewer than 60 credits a combination of credits, professional development, Montessori credentialing 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 accredited college or university.

#### **Admission Requirements - Bachelor's of Science - Montessori Education**

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 minimum cumulative “C+” average (2.5 GPA) as an undergraduate student (conditional admission may be considered upon appeal to the university);
- A current resume along with a valid government issued photo ID;
- A personal statement (500 words) of professional and educational goals;
- References from two (2) people who can attest to the likelihood of 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 - Master’s Degree Programs**

To apply for admission to a graduate level master’s degree, 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) [<https://www.naces.org/members>] 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 cumulative “B” average (2.7 GPA) 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 (conditional admission may be considered upon appeal to the university)
- Current resume along with a valid government issued photo ID
- Personal statement (500 words) of professional and educational goals

- References from two (2) 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” (3.0 GPA) or better average in all work attempted in graduate studies.
- 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 (3) people who can attest to the likelihood of the candidate’s successful completion of an advanced graduate program.
- It is recommended that candidates hold a Montessori credential from a Teacher Education Program (TEP) accredited by the Montessori Accreditation Council for Teacher Education (MACTE).
- Online, in-person interview with the Provost and/or Admissions Committee.
- 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 Provost/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 Master's Programs**

- 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 Master's 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.
- Satisfactory completion of program requirements including program specific prerequisites, and fulfillment of all financial obligations.
- 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.): 36 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 (18 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 (twelve required post-Master's Courses - 36 Credits)
  - Satisfactory completion of six additional post-Ed.S. Courses (eighteen additional credits beyond the Ed.S.)
  - Satisfactory completion of a Dissertation comprising at least twelve (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 form.

### **Cancellation of Admission/Enrollment Agreement**

The initial Enrollment Agreement may be canceled at any time, and in any manner, and received by the University 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 grant credit for the academic requirements for a degree program for work from previously completed course work at an appropriate level from another

accredited credit granting institution, or award credit hours for non-credit coursework from a certified training program. Students may request review of prior coursework for transfer credit at the time of application or at any point in their studies.

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 an appropriately accredited educational institution whose accrediting body is recognized by the Council for Higher Education Accreditation (CHEA).

Students at the Bachelor's and Master's Program levels may also apply for review of previously earned Montessori credentialing coursework for awarded credit toward their degree. Coursework may not have already been used toward another degree.

For students enrolled in a Bachelor's Program the student may apply for credit for prior learning by submitting a professional portfolio along with proper documentation.

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 in writing of the acceptance or denial of the prior learning credit.

The University also recognizes the viability of certificate training programs through professional organizations and specialty institutions. The University may award credit hours for work completed in special training programs closely aligned with the degree program. Consideration for approval may be reviewed by the Vice President of Academic Affairs and 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. 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**

Generally, courses are offered as 3 credit hours of study. Courses are offered, completely online and may include in-person activities. All courses are 8 weeks long. Sarasota University operates on a trimester (Spring, Summer and Fall) 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 engages in 15 hours of instruction and 30 hours of preparation for each credit hour. For a 3 credit hour course, a student will complete 135 hours of a combination of instruction and preparation. Instructional interaction includes posting and interacting with professors and adult learners in class discussion boards as well as synchronous online class sessions. Students are expected to participate in learning activities each week, and to submit assignments in a timely manner. Recommended due dates are included in the syllabi. All coursework must be completed by the end of the course in order to receive credit.

For most students, six to twelve hours a week is necessary to interact with instructional content, 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. Students are assigned to courses that are offered that session and that are aligned to their individualized Program of Study. 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. Sarasota University is closed for all United States federal holidays. For the calendar of federal holidays <https://www.usa.gov/holidays>

### **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 only in non-credit professional development workshops are not required to fulfill degree program admission requirements.

## 10.3 Tuition and Fees

Tuition for the 2025-2026 academic year is \$321 per credit hour (\$963 per three credit course) for undergraduate courses. \$428 per credit hour (\$1,284 per three credit course) for Masters level courses, and \$578 per credit hour (\$1,734 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 as announced by the University. 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.  | \$100.00 |
| <b>Readmission Fee:</b> for students who have been inactive for more than 12 months or who are entering another degree program.                          | \$100.00 |
| <b>Course Credit Review Fee:</b> for students requesting the transfer or awarding of academic credit for a prior educational or professional experience. | \$200.00 |
| <b>Professional Fees:</b> Mandatory fee to register a student with accrediting bodies.   | \$450.00 |
| <b>Late Fee:</b> After 15 days of the invoice due date   | \$50.00  |
| <b>Payment Plan Fee:</b> Based on the installments requested during a payment plan, per payment number requested.  | \$25.00  |

|  |                                       |
|--|---------------------------------------|
| <b>Graduation Fee:</b> ALL students prior to graduation. | \$150.00                              |
| <b>Collection Fee, International and PayPal Payments</b> | 4% of the subtotal all tuition & fees |

### 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 - \$300 per course. Students are responsible for purchasing their own textbooks and any other instructional materials required 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. Refunds are made on a course by course basis. The Application Fee or Readmission Fee are non-refundable.

### Application and Readmission Fees

The application or readmission fees are nonrefundable.

### Tuition Refunds

**Tuition may be refunded as noted below if the request is received in writing prior to the start of the week.** An instructional week begins on Tuesday and ends on Monday.

| <b>Amount of Coursework Completed</b>  | <b>Tuition Refund</b> |
|--|-----------------------|
| <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                          | 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. Refunds are made by the original method of payment.

### **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.

| <b>2024-2025<br/>3-cr<br/>Masters<br/>Tuition</b> | <b>Week of<br/>Withdrawal</b> | <b>Refundable<br/>Percentage<br/>of Tuition</b> | <b>Amount of<br/>Tuition<br/>University<br/>Retains</b> | <b>Amount of<br/>Tuition<br/>refunded to<br/>the Student</b> |
|---|-------------------------------|---|---|--|
| \$1284  | 1                             | 100%  | \$0   | \$1284   |
| \$1284  | 2                             | 80%   | \$256.80  | \$1027.20  |
| \$1284  | 3                             | 60%   | \$513.60  | \$770.40   |
| \$1284  | 4                             | 40%   | \$770.40  | \$513.60   |
| \$1284  | 5                             | 20%   | \$1027.20   | \$256.80   |
| \$1284  | 6                             | 0%  | \$1284  | \$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 seek financial support from outside lenders or other agencies. In addition, students may contact the SU Billing Dept. (866-582-8448) to discuss any concerns regarding billing and payments. Possible scholarship opportunities through outside agencies/organizations are made available to students on the SU website as information is received. <https://www.sarasotauniversity.edu/scholarships/>

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 the deferred payment plan for tuition expenses by notifying admissions and/or student services personnel in writing. Customized payment plans are available at \$25/ per payment. Failure to comply with the payment plan or due dates will result in a \$50 fee.

|                                       |   |
|---------------------------------------|---|
| <b>Amount Financed</b>                | Up to \$500 of tuition, depending on level of scholarship or other financial assistance   |
| <b>Itemization of Amount Financed</b> | One-half of their course tuition, adjusted for scholarship or other financial assistance.   |
| <b>Annual Percentage Rate</b>         | 0%  |
| <b>Payment Schedule</b>               | Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan is approved by SU Finance Department. All tuition and fees must be paid by petitioning for graduation. |
| <b>Total Tuition Price</b>            | BS MA: \$963; MA: \$1,284 and AGC, Ed.S., Ed.D. \$1,734 per course.   |
| <b>Prepayment</b>                     | There is no penalty for prepayment of tuition.  |

### 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) emailing the Provost, 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 Moodle and also contained within the course syllabus. Students should plan their

own schedules to be sure they can meet course requirements. 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 University students generally interact with their professors and other students through the course learning management system (Moodle), email and by phone/text as well online meeting platforms (such as Google Meet or Zoom). Such requirements are described in the course syllabus with the schedule arranged by the coordination of schedules between students and professor at the beginning of the course.

The timeline for the completion of assignments is determined by the professor and is posted in the course platform 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 generally within 48 hours of an assignment submission. Most courses have similar online components as described below. Each weekly instructional module contains Questions for Discussion (Forum), Assignments, descriptions of scheduled synchronous gatherings (weeks 1, 4 and 8), 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 journals equal in value to the discussions, for example). The weighting of the components is posted in the course and described in the course syllabus.

### **Discussions (Forums)**

On a weekly basis, students are expected to post their answers to one or more discussion questions (see discussion rubric in the course syllabus) and comment on the postings of at least two other students. This facilitates an exchange of ideas among all the class members.

Initial responses to discussion questions are posted by Thursday of 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 - usually 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 include field experiences (recorded observations), interviews, or brief papers. Students who do not have access to a Montessori classroom may be provided recordings to view instead. It is the responsibility of the student to notify the professor in advance if they need help completing any of the course requirements so an alternate assignment or support may be provided. Students may have options for the type of activity they choose to complete an assignment through a menu of options in the syllabus.

### **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 may 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 may provide opportunities for development of valuable personal and professional networks which may assist in identifying employment possibilities. Current and prospective students are encouraged to explore these resources and may choose to discuss resources with peers, professors or the SU Admissions Department. A Job Board is also available on the SU Website under the Career and Alumni

Services tab <https://www.sarasotauniversity.edu/career-services/> Students are cautioned to thoroughly review these resources and postings. SU does not endorse any of the resources provided.

Per the regulations of the U.S. 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 trimester (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 varies by program and the student's choice of course load. Generally, the time to complete a Master's of Arts Degree is two years for students who enter the 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 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 trimester, usually one 3 credit course per session. In this manner, most Master's degree 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 choose to take more time to complete a program. Graduate students at the Master's level are expected to complete their respective degrees within 5 years. Students are encouraged to refer to their individualized Program of Study for course details and projected completion date.

### **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 Master's degree students for graduation.

Students are expected to successfully complete 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 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 (this includes courses that are retaken). 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 scheduled for a conference with the Provost or their representative and may 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 conferences as required. If a student cannot submit a weekly assignment, the student is responsible for informing the professor. While students have some flexibility in submitting assignments, students should stay within two weeks of the assigned work schedule in order to stay engaged in the course content and participate in course dialogue in the discussion postings. Additionally, turning in assignments on the recommended timeline provides time for the professor to give meaningful feedback on assignments.

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 emailing the professor explaining the extenuating circumstances which prevented the student from successfully completing the course. 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'. Students who are completing a course will not be eligible to enroll in a new course until the incomplete course grade is resolved.

### **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 who are not making satisfactory academic progress at the end of the semester while 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 have passed after the dismissal. Students applying for admission to a different program must meet the current admission requirements for new students in the desired program. Upon application for readmission, a meeting with the student will be scheduled to discuss the student's academic record and plan to successfully complete the program. For the readmission to be approved it must be determined that Satisfactory Academic Progress can be expected to be attained within two terms and that 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. If a leave is determined to be necessary, the student must complete a *Leave of Absence Request* form and submit it to [admissions@sarasotauniversity.edu](mailto:admissions@sarasotauniversity.edu) before the start of the next session. 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 or Provost's signature. The student may initiate a return to the University by contacting Admissions at [admissions@sarasotauniversity.edu](mailto:admissions@sarasotauniversity.edu). Adjustments may be made to the student's Program of Study to align with the course offerings and current SU 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 that violates University standards, civil rights violations, grades, or general adherence to University policies.

A recommendation for action made by the **Academic Progress Committee** may include disciplinary measures up to and including 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. 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 offer the opportunity to resubmit an assignment be redone before a final grade is assigned. Students are expected to communicate with their professor(s) 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 or Provost 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 lodged 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, master's and doctoral 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(s)**:

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

- School Operations
- Executive Coaching
- Grant Writing
- Graduate-level Instruction
- Conflict Management
- Green Business and Policy
- Marshall Goldsmith Stakeholder Centered Coaching (MGSCC)

### **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 schedule and to monitor degree progress. Programs of Study are provided to students at the beginning of their program and stored in the student's advising file for use as part of the enrollment process. Programs of Study may be adjusted based on courses offered, students' course load decisions and a student's enrollment status.

## **11.2 College of Education**

### **Bachelor of Science in Montessori Education (B.S.) - Completion Program**

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

The 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). This degree program is a total of 120 credit hours, with fully online courses. 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 success in educational settings around the world. Students enrolled in dual enrollment programs through accredited partner organizations may be eligible to complete other certifications/credentials simultaneously.

***While Sarasota University's degree programs offer many advantages to students they do not lead to a Montessori teaching credential nor state licensure.***

*There are, however, several ways that students may achieve employment and licensure. Students may find their place of employment to require a Teacher Certification which can generally be earned through an Alternative Teacher Certification Program. Montessori and traditional private, public and charter schools may require licensure. Sarasota University encourages all students to contact their state Department of Education and desired place of future employment for more information.*

The program is designed for adult learners who:

- Serve students in Infant - High School settings
- Desire the challenge and exhilaration of a community of adult learners
- Endeavor to expand their level of professional knowledge and understanding of Montessori education and foundational educational concepts

### ***Program Objectives***

The educational goals and objectives of Sarasota University's Montessori Education program are to prepare highly qualified educators by incorporating the Montessori Accreditation Council for Teacher Education (MACTE) Competencies for Montessori Teacher Certification <https://www.macte.org/> .

The MACTE **teacher** competencies (2025) are:

#### ***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 - Bachelor’s of Science in Montessori Education (120 credits)**

| <b>Course Number</b> | <b>Course Title</b>  | <b>Credit Hours</b> |
|----------------------|--|---------------------|
|                      | Transfer/Awarded Credits from coursework, degrees or license and/or work portfolio that demonstrates mastery of the foundational knowledge and skills. | <b>60 credits</b>   |
|                      |  |                     |
|                      | <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                   |
| EDUM 411             | Professional Growth  | 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 (B.S.) Program of Study Course Descriptions**

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

This online orientation, available in Student Resources in Moodle provides a practical introduction to the undergraduate Montessori Education program. Students will learn how to work with the University's online learning management system (Moodle), online library and other learning resources, recommendations about course success and how to manage their program of study.

### **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 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. (*formally FDN 310 Introduction to Peace Psychology*)

**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)**

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 and Artificial Intelligence extending communication outside the classroom, enhancing classroom management, and performing administrative routines more effectively.

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

This course explores the life and work of Dr. Maria Montessori, examining her contributions to education and the core principles of Montessori philosophy. Students will analyze the connections between Montessori education and contemporary educational theories, including Piaget, Vygotsky, Dewey, Gardner, and more. Key aspects of Montessori pedagogy, including its philosophical foundations and methodological applications, will be discussed in depth. Additionally, the course provides practical guidance for educators on implementing the Montessori approach while navigating the dynamic interplay between philosophy and practice.

**EDUM 302 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 (this may be in-person or by viewing a recording). Students will be asked to summarize their observations. 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 Children's Literature (3 credits)**

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.

### **EDUM 304 Historical, Cultural and Social Foundations of Education (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 305 Storytelling (3 credits)**

Explore the origins and art of storytelling. Storytelling literature and the history of storytelling will be surveyed. Provide a variety of storytelling techniques, styles and exercises to enhance the understanding and delivery of telling stories as an important instructional tool. Storytelling can be integrated as an interdisciplinary tool to support cognition, verbal and writing skills as well as mathematical reasoning through analytical strategies. Examine the integration and application of storytelling to the learning environment in the classroom. The practice of telling stories orally to children as well as encouraging children to create and retell stories will receive the major emphasis.

### **EDUM 405 Math For Teachers (3 credits)**

This course is intended to offer an overview of fundamental arithmetic and geometry concepts and skills. It is intended to support work with children from preschool to advanced elementary. Topics include numeration, operations, fractions and decimals, powers and multiples, descriptive geometry, equivalence, area and volume, graphing, problem solving, math integration, history of numbers and mathematics, and basic number theory. The course includes 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 in introduction to fractions. Video lectures on the philosophy and scope and sequence of the Montessori mathematics curriculum are included throughout.

### **EDUM 406 Human Language (3 credits)**

How did language come to be? Are we shaped by our words, or do we shape words to fit our understanding of the world? Beginning by looking at what defines “language,” this course introduces the study of human language, explores the history and development of human language, language families, and language relationships. We will look at how language changes over time as well as other key topics in the field.

### **EDUM 407 Human Growth and Development (3 credits)**

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.

### **EDUM 408 Integrated Montessori Physical Education (3 credits)**

This course is designed to acquaint students with the knowledge and skills necessary to create and successfully implement Montessori inspired activities, games and sports to promote health and wellness. Students will gain an understanding of the role of physical education in Montessori settings and beyond. This includes curricular components and class approaches to physical fitness and the importance of healthy lifestyle choices. 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 using sports to teach interdisciplinary concepts as well as developing a healthy classroom culture.

### **EDUM 409 The Child in the Family (3 credits)**

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 such as realistic expectations for family involvement and innovative ways to include families in today's Montessori school communities.

**EDUM 410 Arts Infusion (3 credits)**

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. Students will gain an understanding of the role of the arts in Montessori settings and beyond. This includes curricular components, classroom approaches and opportunities to encourage student creativity.

**EDUM 412 Total Reading - A Montessori Literacy Approach (3 credits)**

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.

**STE 301-306 Special Topics in Education (3 credits)**

Special Topics in Education (STE) courses offer 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 regular meetings to discuss the student's project. Students are expected to submit work on a regular basis.

**STE 401-406 Special Topics in Education (3 credits)**

These 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 regular basis.

## **Master of Arts in Montessori Education (M.A.)**

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

The Master's of Arts degree in Montessori Education is designed to enhance qualifications for individuals incorporating the Montessori approach to education. This degree program is 36 credit hours, with fully online courses. Students enrolled in dual enrollment programs through accredited partner organizations may be eligible to complete other certifications/credentials simultaneously.

***While Sarasota University programs offer many advantages to students they do not lead to Montessori teaching credential nor state licensure.***

*There are, however, several ways that students may achieve employment and licensure. Students may find their place of employment to require a Teacher Certification which can generally be earned through an Alternative Teacher Certification Program. Montessori and traditional private, public and charter schools may require licensure. Sarasota University encourages all students to contact their state Department of Education and desired place of future employment for more information.*

### ***Program Objectives***

The educational goals and objectives of Sarasota University's Master's of Arts in Montessori Education program are to prepare highly qualified educators by incorporating the Montessori Accreditation Council for Teacher Education (MACTE) Competencies for Montessori Teacher Certification <https://www.macte.org/>

The MACTE **teacher** competencies (2025) are:

#### ***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 Course</b>                            |  | <b>3 credits</b> |
| EDUM 619   | Leadership in the Montessori Setting     | 3                |

**MONTESSORI EDUCATION PROGRAM OF STUDY COURSE DESCRIPTIONS**

**EDL 600 Strengths-Based Educational Leadership (3 credits)**

This foundational course introduces and develops a frame of assumptions for strengths-based leadership, as well as creates a framework for interacting 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 Strengths perspectives, and Purkey’s Invitational Theory. Adult learners will complete the Clifton Strengths Finder and the Values in Action personal inventories. The results will be used for self-reflection and growth as leaders. Students will develop a new paradigm that will provide a differentiated lens to observe and support themselves and others. The underlying assumption being that all people have talents and potential strengths that can provide a mechanism for performance excellence. Leaders are charged with assisting colleagues, students and stakeholders in the discovery, development, and application of these strengths.

**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.” Montessori educators will explore innovative strategies for transforming educational systems through the use of data. Grounded in the principles outlined in "Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation" by Shane Safir and Jamila Dugan, this course emphasizes the importance of incorporating diverse forms of data to foster equitable and effective learning environments within the Montessori context. Students will personalize their study to meet the needs of their charter, public and private Montessori and traditional 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)**

This course is designed to enhance knowledge of current 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 learning across the content areas, processes involved in higher order thinking and learning, transfer of learning, and critical thinking.

### **EDU 623 Peace in Education (formerly *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 including her views of physical, intellectual, emotional, social, and spiritual aspects of human life and development. The course will focus on the philosophical and educational theories that provide the basis of the Montessori method. Basic principles to be explored include Sensitive Periods, Preparation of the Teacher, Absorbent Mind, cosmic task, prepared environment, and the role of the guide. The course compares and contrasts Montessori philosophy with other current educational theoretical models. The course also includes the role of 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 (in-person or video) is used to deepen the student's understanding, appreciation of and ability to apply course topics.

***Early Childhood Concentration – Primary Ages 3-6*****EDUM 523 Montessori Early Childhood Methods I**

This course will explore Montessori rationale, methods, practices, and pedagogy in the areas of Practical Life and Sensorial Education. Materials in both areas will be introduced in sequential order, with an emphasis on repetition, control of error and language. 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 619 Leadership in the Montessori Setting - Capstone Course (3 credits)**

This course is considered a capstone course and provides participants the opportunity to integrate foundational principles and strategies for educational innovation in the Montessori setting that transcend classroom teaching and school leadership. This course builds on the accumulation of knowledge throughout the master's program. Specific areas to be addressed include application of leadership skills specific for a head of school, admin 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 meetings and professional development sessions, and 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 is generated, and guidelines for peace education are included.

## **Master of Arts in Montessori Leadership (MA)**

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

This master's degree is for current and aspiring Montessori leaders who want to develop their leadership and managerial skills as they lead Montessori schools or prepare for an administrative position in a Montessori school. Knowledge and skills gained through these studies may also be applied to other educational and leadership settings in both for-profit and non-profit organizations. The foundations of the program are the MACTE leadership standards best practices in educational leadership.

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, Goldsmith), melded with Montessori practices, Strengths Theory, and Positive Psychology. The Montessori courses are written for leaders and represent a specialization in Montessori education. MACTE competencies are embedded throughout the coursework. The program is designed to equip adult learners for administrative positions in public, private, charter, and nonpublic schools and school systems serving students - early childhood through 12th-grade.

***While Sarasota University programs offer many advantages to students they do not lead to Montessori teaching credential nor state licensure.***

*There are, however, several ways that students may achieve employment and licensure. Students may find their place of employment to require a Teacher Certification which can generally be earned through an Alternative Teacher Certification Program. Montessori and traditional private, public and charter schools may require licensure. Sarasota University encourages all students to contact their state Department of Education and desired place of future employment for more information.*

### **Program Objectives**

The educational goals and objectives of Sarasota University's Montessori leadership programs incorporate the MACTE Administrator Competencies

## **1. Leadership Skills**

1a. Montessori Leadership Principles: Demonstrate how Montessori principles are actualized in school leadership.

1b. Personal and Professional Growth: Engage in personal and professional growth to support staff, faculty, and student success.

1c. Equity, Inclusiveness, and Cultural Responsiveness: Understand and cultivate equitable practices, resources, and services that support equity.

1d. Ethics: Model ethical behavior in personal conduct and advocate for ethical and legal decisions.

## **2. Faculty & Staff Management**

2a. Onboarding Faculty & Staff: Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty & staff.

2b. Support for Faculty & Staff: Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.

2c. 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**

3a. Montessori Philosophy: Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.

3b. Montessori Curriculum: Demonstrate an understanding of the Montessori curriculum at each age level, its implementation, and expectations for Montessori teachers.

3c. Educational Identity, Culture & Policies: Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.

3d. Community Engagement: Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

## **4. Operations and Management**

4a. 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.

- 4b. 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.
- 4c. 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.
- 4d. Educational Law: Demonstrate knowledge of school/child-care governmental regulations and policies.
- 4e. 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.
- 4f. Strategic Planning: Demonstrate an understanding of the role of strategic planning and the ability to utilize it for school improvement.

### 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 Leadership Capstone</b> |  | <b>3 credits</b> |
| EDUM 619                              | Leadership in the Montessori Setting           | 3                |

## MONTESSORI LEADERSHIP PROGRAM OF STUDY COURSE DESCRIPTIONS

### **EDL 600 Strengths-Based Educational Leadership (3 credits)**

This foundational course introduces and develops a frame of assumptions for strengths-based leadership, as well as creates a framework for interacting 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 Strengths perspectives, and Purkey’s Invitational Theory. Adult learners will complete the Clifton Strengths Finder and the Values in Action personal inventories. The results will be used for self-reflection and growth as leaders. Students will develop a new paradigm that will provide a differentiated lens to observe and support themselves and others. The underlying assumption being that all people have talents and potential strengths that can provide a mechanism for performance excellence. Leaders are charged with assisting colleagues, students and stakeholders in the discovery, development, and application of these strengths.

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

Students will study generic examples and their specific 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.” Montessori educators will explore innovative strategies for transforming educational systems through the use of data. Grounded in the principles outlined in "Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation" by Shane Safir and Jamila Dugan, this course emphasizes the importance of incorporating diverse forms of data to foster equitable and effective learning environments within the Montessori context. Students will personalize

their study to meet the needs of their charter, public and private Montessori and/or traditional 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 Montessori's including her views of physical, intellectual, emotional, social, and spiritual aspects of human life and development. The course will focus on the philosophical and educational theories that provide the basis of the Montessori method. Basic principles to be explored include Sensitive Periods, Preparation of the Teacher, Absorbent Mind, cosmic task, prepared environment, and the role of the guide. The course compares and contrasts Montessori philosophy with other current educational theoretical models. The course also includes the role of 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.

### **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.

### **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)**

Building on acquired knowledge of historical and current school finance concepts students will review applicable state, federal and private revenue considerations. Additionally, students will explore funding procedures including 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 public school budgeting and financing as well as applications to private school operations.

### **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 discussions will be utilized.

### **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 and effectively implement visionary leadership skills. 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.”

### **EDUM 619 Leadership in the Montessori Setting - Capstone Course (3 credits)**

This course is considered a capstone course and provides participants the opportunity to integrate foundational principles and strategies for educational innovation in the Montessori setting that transcend classroom teaching and school leadership. This course builds on the accumulation of knowledge throughout the master’s program. Specific areas to be addressed include application of leadership skills specific for a head of school, admin 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 meetings and professional development sessions, and 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 is generated, and guidelines for peace education are included.

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

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

This is an advanced graduate program in Montessori Education. This program enhances educator preparation to work in public, private, and charter schools and other educational organizations both Montessori and traditional. It is a ladder program, offering integrated tiers at the levels of 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. It also provides a choice of concentration: Instructional Leadership (PK-12) or Leadership in Teacher Education. The program has an innovative, learner-centered curriculum focused on preparing students to ethically lead and influence within the profession of education. 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.

***While Sarasota University programs offer many advantages to students they do not lead to Montessori teaching credential nor state licensure.***

*There are, however, several ways that students may achieve employment and licensure. Students may find their place of employment to require a Teacher Certification which can generally be earned through an Alternative Teacher Certification Program. Montessori and traditional private, public and charter schools may require licensure. Sarasota University encourages all students to contact their state Department of Education and desired place of future employment for more information.*

### **Program Objectives**

The educational objectives of Sarasota University's Montessori Doctoral program are: to offer credentialed and experienced Montessori teachers and leaders advanced preparation to support careers in Montessori education. These careers may include roles as a classroom teacher, principal, or as a specialist in Montessori teacher preparation; and to further careers as Montessorians, either working with children and youth, or as faculty working with adults in Montessori settings.

The educational goals and objectives of Sarasota University's Doctor of Education are to prepare highly qualified educators by incorporating the Montessori Accreditation Council for Teacher Education (MACTE) Competencies for Montessori Teacher Certification <https://www.macte.org/> along with the competencies defined in the eleven domains that are outlined below. All Montessori Ed.D. graduates are required to demonstrate mastery of the following competencies.

The competencies are divided into ten main domains as well as an introductory domain. Since there are two doctoral concentrations offered, the competencies may vary depending on the chosen track. A Competency Grid has been designed to pinpoint which competencies are assigned to each course.

The domains are as follows :

|            |  |
|------------|--|
| <i>0.0</i> | <i>Orientation to Doctoral Study</i>           |
| <i>1.0</i> | <i>Montessori Theory and Human Development</i> |
| <i>2.0</i> | <i>The Adult Learner</i>                       |
| <i>3.0</i> | <i>Montessori Curriculum and Materials</i>     |
| <i>4.0</i> | <i>Teacher Education</i>                       |

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| 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>              |

| <b>Number</b> | <b>Competencies</b>  |
|---------------|--|
| <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.   |

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| <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>  |

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| <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.   |

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| <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.  |

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| <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.         |

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| <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  |

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| <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.  |

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| <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.   |

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| <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>(18 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 7060              | Montessori Curriculum Development            | 3                   |
| EDUM 7070              | Observation: Approach and Proficiency        | 3                   |
| <b>Upon Completion</b> | <b>Advanced Graduate Certificate</b>         | <b>18 cr</b>        |
|                        | <b>Core Research Requirements</b>            | <b>(18 Cr)</b>      |
| EDUM 7050              | Educational Storytelling (Ethnographic lens) | 3                   |
| EDUM 7110              | Data Analysis and Statistics                 | 3                   |
| EDUM 7120              | Research: Purpose and Design                 | 3                   |

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| EDUM 7150              | Academic Research Writing   | 3              |
|                        | <i>Choose <b>one</b> of the research courses below:</i>   | 3              |
| EDUM 7130              | Qualitative Research  | 3              |
| EDUM 7140              | Quantitative Research   | 3              |
|                        | Mixed Methods (TBD) or EDUM 7130/7140 if not taken above or any offered class from the concentration that the student has not taken or an additional research course. | 3              |
| <b>Upon Completion</b> | <b>Specialist in Education Degree (Ed.S.)</b>   | <b>36 cr</b>   |
|                        | <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>OR</b>   |                |
|                        | <b>Concentration in Teacher Education - Higher Ed.</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>Dissertation</b>   | <b>(12 Cr)</b> |
| EDUM 7510              | Dissertation I - Chapter 1 (Introduction)   | 3              |
| EDUM 7520              | Dissertation II - Chapter 2 (Literature Review)   | 2              |
| EDUM 7530              | Dissertation III - Chapter 3 (Methodology)  | 2              |
| EDUM 7540              | Dissertation IV - Chapter 4 (Results/Findings)  | 2              |
| EDUM 7550              | Dissertation V - Chapter 5 (Discussion/Implications/Conclusion)   | 3              |

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| TOTAL: | <b>Doctor of Education (Ed.D.) - Montessori Education</b> | <b>66</b> |
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## DOCTORAL PROGRAM IN MONTESSORI EDUCATION COURSE DESCRIPTIONS

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

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 reviewing 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 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 foundation to all other courses after EDU 7020, this course emphasizes 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 integrates previous and on-going 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. *In-person observations are preferred, however, virtual observation may be provided by the professor upon request.*

### **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 credits)**

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 examine the MACTE program auditor qualifications. 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 examination of one or more accredited Montessori teacher education programs (TEP). Programs must meet the criteria of the Montessori Accreditation Council for Teacher Education (MACTE) or be in the process of accreditation. Additionally, students are encouraged to examine programs that are not accredited for the purposes of comparison. The student will examine, audit, and evaluate the approved TEPs. Students will be encouraged to compare and contrast the programs and identify standards and components necessary for a successful program. 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 and Practicum Methods (3 credits)**

This course will support the development and implementation of externship and practicum experiences for adult learners. An emphasis on the following will be central to the course content:

- The Prepared Adult
- MCTE practicum requirements
- Practicum placements and expectations
- Adult learner and practicum guide matches
- Supervision and constructive feedback
- Observation/self-reflection
- Integration of systems and culture

This heavily self-guided, self-disciplined experience will be supported by regularly scheduled meetings in which students will raise clear, vital questions and problems; meticulously gather and assess relevant information; and clearly formulate well-reasoned conclusions and solutions.

### **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.

***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 or equivalent 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
- \* Marshall Goldsmith Stakeholder Centered Coaching

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 (or the equivalent)</i></b> |           |
|---------|---|-----------|
| BUS 502 | Business Statistics (Analytics)                 | 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<br>(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<br>(Prerequisite: Bus 507 or equivalent)  | 3 credits |
| BUS 608   | Information Technology and Competitive Advantage  | 3 credits |
| <b>Choose ONE of the following 3 courses</b>      |   |           |
| INT 690   | International Business: An Integrative Experience (Capstone)<br><i>Prerequisite(s): A minimum of 30 credit hours in the MBA program.</i>      | 3 credits |
| MGT 691   | Strategic Management: An Integrative Experience (Capstone)<br><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)<br><i>Prerequisite: A minimum of 30 cr hrs in the MBA program</i> | 3 credits |
| <b>CUSTOMIZED AREA OF EMPHASIS – (Choose one)</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)<br><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<br>(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 (Capstone)<br><i>Prerequisite: A minimum of 30 cr hrs in the MBA program</i> | 3 credits |

## **Prerequisite Courses:**

### **Bus 502 Business Statistics (*Analytics*) (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 (Analytics) 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 and 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 approval 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) This course is concurrent 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><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><i>AREAS OF SPECIALIZATION:</i></b>   |                           |           |
| <b>Business (Graduate)</b><br><b>International Business (12 Credit Hours)</b><br><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><br><b>Strategic Management (12 Credit Hours)</b><br><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><br><b>Supply Chain Management and Logistics - (12 Credit Hours)</b><br><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 or 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 the context of global transportation, communications, trade agreements, and international arrangement

## 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 contracted Sycamore Campus. The University has chosen the Moodle software package for its Learning Management System (LMS).

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

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

**Moodle** - Instruction will happen in a cloud or online environment. This will take place in the Moodle Learning Management System (LMS) that tracks student activity in the system when they are logged in. During time online, students will review resources and assignments, share their ideas in a discussion platform, engage in 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 provided guidance on the online platform as part of new student orientation in the Moodle to understand the requirements for the platform. Additional personalized training will be available upon request. Some courses may require students to participate in online meetings for class discussions. Such requirements will be described in the course syllabus.

Students will navigate through the online course platform, participate in the discussion forums, submit assignments, and may communicate through the system's messaging feature. Students will be able to contact their faculty members through phone, email, and text.

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 electronic devices such as tablets and computers to complete tasks required for managing the institution's academic programs. It is the student's responsibility to acquire and maintain electronic equipment that meets their educational needs and interfaces with the university platform.

### **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 are required to borrow or purchase a copy for use. Cost for a given course may range from \$10 to \$300/course. All efforts to secure free or low-cost resources via LIRN are encouraged.

#### **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 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 |
|------|---------|----------|----------------|-----------------|----------|-------------------|

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.

## Guidelines for the Use of Augmented Intelligence

Sarasota University seeks to embrace the transformative potential of Augmented Intelligence (AI) tools while maintaining vigilance over their limitations. The university emphasizes rigorous attention to accuracy, intellectual property, security, privacy, and ethical considerations. The following guidelines aim to provide clarity while fostering innovation helping Sarasota University faculty, staff, and students to thoughtfully integrate AI technologies into their educational practice.

### Guiding Principles

1. **Human-Centered Approach:** At Sarasota University, we view AI as a tool to empower and augment human capabilities rather than replace them. AI should be assistive, not autonomous.
2. **Human Accountability:** Individuals remain responsible for all decisions and outcomes, even when assisted by AI. All AI-generated content must be reviewed, edited, and approved by a human.
3. **Value of Human Creativity:** We recognize the irreplaceable role of human knowledge, emotion, experience, and imagination in creativity and innovation. AI should support, not diminish, these qualities.
4. **Ethical Communication:** We commit to using AI responsibly, never intentionally employing it to deceive or spread misinformation.
5. **Fact Verification:** AI-generated information must be carefully verified by human fact-checkers, who take ultimate responsibility for its accuracy.
6. **Copyright and Intellectual Property:** AI outputs may inadvertently replicate copyrighted material. All content generated using AI must be thoroughly reviewed and, where necessary, modified to ensure originality and avoid plagiarism.
7. **Transparency in AI Use:** Maintaining trust requires openness about when and how AI tools are used.

8. **Upskilling and Professional Development:** AI presents opportunities to enhance productivity, efficiency, and career development. We encourage training to integrate these tools effectively.

### Acceptable Uses of AI

The dynamic nature of AI technology makes it impractical to list every permissible use case. Below are examples that align with Sarasota University's principles:

- **Idea Generation:** AI can assist with brainstorming new content ideas or offering feedback on existing concepts.
- **Content Structuring:** AI can help organize ideas into outlines or calendars for cohesive planning.
- **Preliminary Research:** AI can quickly provide an overview of concepts, though all information must be verified by humans.
- **Editorial Assistance:** AI tools can provide grammar and style suggestions, but human editors must verify compliance with institutional guidelines.
- **Efficiency Enhancements:** AI can assist with summarizing interviews, analyzing data, or drafting outlines and presentations while maintaining privacy policies.
- **Photo Editing:** AI-powered tools like content-aware fill may enhance images without altering their authenticity or context.

### Prohibited Uses of AI

1. **Violating Policies:** AI tools must not be used to create false communications, manipulate data, or engage in deceptive practices.
2. **Handling Confidential Data:** AI tools lack encryption and privacy guarantees. They must not process proprietary, student, or faculty/staff data that could violate state or federal privacy laws, including HIPAA and FERPA.
3. **Fully AI-Generated Content:** AI may assist in drafting, but creating complete, standalone content using AI is prohibited.
4. **Unverified Information:** AI-generated outputs must not be published or relied upon without thorough fact-checking and human review.

### Commitment to Evolving Standards

Sarasota University's AI guidelines are a living document that will evolve alongside technological advancements, legal frameworks, and institutional policies. By adhering to these principles, the university aims to responsibly integrate AI while maintaining the highest standards of ethics and accountability.

## **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 and 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**

Pollock, Lindsey Knauer

Ed.D. - Lamar University (*Educational Leadership*)

M.S.W. - University of Houston (*Macro and Micro concentrations*)

M.Ed. - Lamar University (*Educational Leadership*)

M.A. - Endicott College (*Montessori Integrative Learning*)

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

A.A. - Bethany Lutheran College (*Liberal Arts*)

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**

Carpernter, Mary

M.S. – University of North Texas (*Library Science*)

M.S. – University of Houston (*Curriculum and Instruction*)

B.A. – University of Texas - San Antonio (*Education*)

### **Director of Marketing**

Corley, Jordan

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

### **Montessori Education and Montessori Educational Leadership Faculty**

Bass-Barlow, KaLinda

Ed.D. - Arkansas State University

M.A. - University of Hartford

M.A. - University of Houston-Clear Lake

B.S. - Houston Baptist University

Certificate in Financial Success for Nonprofits - Cornell University

AMI Core Principles Certificate and AMI Primary Diploma from the Montessori Institute of North Texas

Benzon, Maria

Ph.D. - University of Houston (*Educational Psychology and Individual Differences*)

M.A. - University of Texas at Austin (*Curriculum and Instruction*)

B.A. - University of Texas at Austin (*Liberal Arts Honors*)

B.S. - University of Texas at Austin (*Applied Learning Development*)

Texas Certifications: Principal Certificate; Educator Certificates - Elementary Self-Contained (Grades 1-8); Elementary Mathematics (Grades 1-8)

Blaise, Elaine

Ph.D. - Saybrook University (*Humanistic Psychology*)

M.Ed. - University of Virginia (International Ed)

B.S. - Georgetown University (Foreign Service)

AMS credentialed in Early Childhood and Secondary I/II

Blount, Margie

Ed. D. - Lamar University (*Educational Leadership*)

M.A. - Stephen F. Austin State University (*Educational Administration*)

B.S. - Stephen F. Austin State University (*Business Administration and Secondary Education*)

Texas Certifications: Superintendent (EC - 12); Mid-Management Admin (PK - 12); Elementary (1 - 8); Early Childhood (PK-KG); Early Childhood - SpEd (PK -6); Secondary Basic Business (6 - 12)

Couldrey, Debbie

M.Ed. - University of the People (*Advanced Teaching*)

M.A. - University of Westminster, England (*Education*)

B.A. - University of Reading, England (*Education*)

Center for Guided Montessori Studies - Early Childhood

Darlage, Adam

Ph.D. - University of Chicago (*History of Christianity*)

M.A. - University of Chicago (*Divinity*)

B.A. - Xavier University (*Theology with minors in Philosophy and Greek*)

Center for Guided Montessori Studies - Upper Elementary (1 & 2)

DiJohn, Germaine

M.A. - Saint Catherine University (*Education*)

B.A. - St. Leo University (*Elementary Education*)

Florida Certifications: Professional and Elementary

Center for Guided Montessori Studies - Elementary II

Claremont Center for Advanced Montessori Studies - Elementary I

Epstein, Paul

Post-Doctoral Fellowship - University of Kentucky (*Computer-Assisted Instruction Department of Special Education*)

Ph.D. - State University of New York at Buffalo, Buffalo, N.Y. (*Cultural Anthropology with Education*)

M.S. - State University of New York at Buffalo, Buffalo, N.Y. (*Cultural Anthropology*)

B.A. - Dartmouth College (*Psychology and Education*)

AMS Early Childhood Teacher's Diploma

AMS Secondary (grades 7-12) Teacher's Diploma

NAMTA A Montessori Orientation to Adolescent Studies (12-18)

AMS Teacher Education Instructor Academy

Evans, Nicole

Ed.D. - Maryville University (*Educational Leadership*)

M.A. - Lindenwood University (*Education*)

B.S. - Harris Stowe State University (*Education - Elementary*)

Forrest, Holli

Ed.D. - University of Houston (*Special Populations Leadership*)

M.S. - Kansas State University (*Reading Curriculum & Instruction*)

B.S. - Tulane University, A.B. Freeman School of Business (*Management*)

Texas Certifications: Certified Academic Language Therapist (CALT);

Licensed Dyslexia Therapist (LDT); Reading Specialist EC – 12; Special Education

EC – 12; English as a Second Language EC – 12; Generalist EC – 4; Reading

Language Arts 4-8

Franklin, Angie

Ed.D. - University of Louisiana at Lafayette (*Instructional Leadership*)

30+ Certification - Northwestern State University (*Educational Leadership*)

M.A. - Louisiana College (*Teaching*)

B.S. - Averett University (*Business Administration*)

CGMS - Montessori Administrator Credential

Forrest, Holli

Ed.D. - University of Houston (*Special Populations Leadership*)

M.A. - Kansas State University (*Reading Curriculum and Instruction*)

B.S. - Tulane University (*Management*)

Gerker, Heather

Ph.D. - University of Cincinnati (*Educational Policy and Teacher Education*)

M.Ed. - University of Cincinnati (*Leadership*)

M.Ed. - Endicott College (*Early Childhood*)

B.F.A. - University of Cincinnati (*Electronic Media*)

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

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*)

B.S. - University of Houston (*Education*)

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

Leal, Gerardo

Juris Doctor (J.D.) - Universidad Interamericana de Puerto Rico

Ed.D. - University of Houston (*Professional Leadership*)

M.A. - Lamar University (*School Administration*)

B.A. - University of St. Thomas (*Political Science*)

McCord, Jenny

M.Ed. - Western Oregon University (*Education*)

B.A. - University of Texas - San Antonio (*Interdisciplinary Studies*)

Magre-Loren, Miriam

M.A. - University of Barcelona (*Biology*)

M. Ed. - Institut Montserrat, Barcelona (*Education*)

B. A. - University of Barcelona (*Biology*)

B. S. - University of Catalonia (*Psychology*)

Texas certifications: Life Sciences (7-12 gr); Elementary (K-6gr); Bilingual (Pk-12)

Perkins, Krystal

Ed.D. - Lamar University (*Higher Education Administration*)

M.Ed.-American Intercontinental University (*Educational Design and Technology*)

B.A. - Texas A & M University (*Psychology*)

Montessori Credentials - Houston Montessori Center

Pollock, Lindsey Knauer

Ed.D. - Lamar University (*Educational Leadership*)

M.S.W. - University of Houston (*Macro and Micro concentrations, LCSW*)

M.Ed. - Lamar University (*Educational Leadership*)

M.A. - Endicott College (*Montessori Integrative Learning*)

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

A.A. - Bethany Lutheran College (*Liberal Arts*)

Houston Montessori Center (AMS) - *Administrator Credential*

Brush Development - *Dementia Care Certification - Montessori*

Raval, Ranna

MA - Sarasota University (*Montessori Leadership*)

BS - University of India (*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*)

Montessori Live - Early Childhood Credential

Salah-Cipolloni, Ambar

Ed.D. in Instructional Leadership

Doctorate in Biblical Psychology

Master's degrees in Spanish Languages & Cultural Studies, Teaching Spanish as a Second Language, and Montessori Education;

B.A. in Early Childhood Education

Montessori certifications in Preprimary (0–3), Primary (3–6), Lower Elementary (6–9), and Upper Elementary (9–12)

Siegel, Kara

B.A. - Sam Houston State University (Business Administration)

Houston Montessori Center (AMS) - Montessori Certification: Elementary I

Montessori Live - Montessori Certification: Elementary II., 2018

Small, Julie

M.A. - Sarasota University (*Montessori Leadership*)

B.A. - North Carolina State University (*Psychology*)

Center for Guided Montessori Studies - Montessori Early Childhood Credential

Sommers, William (Bill)

Ph.D. - University of Minnesota (*Educational Policy and Administration and Industrial Relations*)

Certified Chemical Dependency Practitioner (CCDP) - Metropolitan State University, St. Paul, Minnesota

Ed.S. St. Cloud State University, St. Cloud, Minnesota (*General School Administration*)

M.A. - College of St. Thomas, St. Paul, Minnesota (*Secondary School Administration*)

B.A. - University of Northern Iowa, Cedar Falls, Iowa (*Physics & Mathematics*)

Taylor, Tina

Ed.D. - Vanderbilt University (*Leadership and Learning in Organizations*)

MBA - Howard University (*Organizational Behavior*)

BS - Texas A & M (*Industrial Engineering*)

Tosco, Justin

M.A. - St. Catherine University (*Education*)

B.A. - University of North Carolina - Chapel Hill (*Communication & Film/Media Production*)

CGMS Credentials in Elementary and Secondary

White, Heather

Ed.S. - University of Central Florida ( *Education Specialist, School Psychology*)

M.Ed. - Plymouth State University (*Education*)

B.A. - Stetson University (*Psychology*)

#### **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.

#### **15.0 Sarasota University Alumni Association**

The Sarasota University Alumni Association is an institutional organization of graduates and their family members. The goals of the Alumni Association is aimed at fostering a sense of community and connection among the members and to support current students through mentoring and career opportunities. The association serves as a platform for networking, professional development, and social engagement, providing alumni with opportunities to reconnect, share experiences, and support one another. Activities may include reunions, mentorship programs, guest speaker events, and fundraising initiatives to benefit the institution and its current students. By promoting lifelong relationships and collaboration, the alumni association plays a crucial role in enhancing the overall experience and legacy of the educational institution.

## **16.0 University Theme Song - Sarasota University Peace Anthem**

### **Verse 1**

We lift our hearts, our voices strong,  
In harmony, we all belong.  
With peaceful hands, our work is true,  
Sarasota, we sing for you!

### **Chorus**

Guide us onward, light our way,  
Montessori leads each day.  
With peace, with purpose, let us be,  
Sarasota University!

### **Verse 2**

Through wisdom's path, our dreams take flight,  
We shine with love, we seek the light.  
In every child, the future's clear,  
A better world is rising here.

### **Chorus**

Guide us onward, light our way,  
Montessori leads each day.  
With peace, with purpose, let us be,  
Sarasota University!

### **Verse 3**

Together strong, our voices rise,  
A song of hope that never dies.  
For truth, for growth, in unity,  
Sarasota, our legacy!

### **Final Chorus (repeat with strength)**

Guide us onward, light our way,  
Montessori leads each day.  
With peace, with purpose, let us be,  
Sarasota University!

*Thanks to Heather White and ChatGPT!*

## **Appendices**

## Appendix A: Enrollment Agreements

### Graduate Enrollment Agreement Business Programs



GRADUATE ENROLLMENT AGREEMENT  
BUSINESS PROGRAMS  
v.MP2025-12-12

Acceptance into the University is complete when the enrollment agreement is signed and processed.

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.

#### APPLICANT INFORMATION

|                 |   |           |                                      |    |  |
|-----------------|---|-----------|--------------------------------------|----|--|
| First Name      |   | Last Name |                                      | MI |  |
| Address         |   |           | City                                 |    |  |
| State           |   | Zip       | Country                              |    |  |
| Preferred Phone |   |           | Alternate Phone                      |    |  |
| Preferred Email |   |           | Alternate Email                      |    |  |
| SSN/National ID |   |           | Citizenship                          |    |  |
| Admission Type  | <input type="checkbox"/> Initial Enrollment |           | <input type="checkbox"/> Readmission |    |  |

#### PROGRAM INFORMATION

|   |                                     |   |   |
|---|-------------------------------------|---|---|
| <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                              |                                     | Awarded Credit Hours                                  | <input type="checkbox"/> Dual Enrollment      |
| Proposed Start Date                                       |                                     | Transfer Credit Hours                                 |   |
| Projected Completion Date                                 |                                     | Last Accepted Completion Date                         |   |
| Admission Officer   | Ellyn Lastinger                     | Vice President of Academic Affairs                    | Doug Reidmiller                               |
| Date Accepted by the University                           |                                     | Scholarship Award                                     |   |
| Degree awarded for satisfactory completion of the program |                                     |   |   |

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Address: 5104 N Lockwood Ridge Road, Suite 102, Sarasota, Florida 34234 - sarasotauniversity.edu  
Mailing Address: 2875 Ashton Rd P.O. Box 17848 Sarasota, Florida 34276 – 1.866.582.8448

**Admission 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 grade of "B" (2.7 GPA) 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 current resume along with a valid government issued photo ID;
- A personal statement (500 words) of professional and educational goals;
- References from two people who can attest to the likelihood of the candidate's successful completion of the degree program.
- For students for whom English is a second language, a minimum score of 530 on the paper-based or 79 on the computer-based Test of English as a Foreign Language (TOEFL), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report.

**Graduation Requirements**

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

**Tuition, Fees and Course Materials**

The maximum time for completion of this program is 36 credits and/or five years. Students who exceed the maximum allowed time of completion may be required to re-enroll in the program which may include new policies including a change in tuition.

**Miscellaneous Fees**

|   |  |
|---|--|
| Application Fee<br>For Students entering any degree program.  | \$100                                    |
| Readmission Fee<br>For students who have been inactive for more than 12 months or who are entering another degree program | \$100                                    |
| Course Credit Review Fee<br>For students requesting an award of academic credit for prior educational experience.         | \$200                                    |
| Professional Fees<br>Mandatory fee to register a student with accrediting bodies.   | \$450                                    |
| Late Fee<br>After 15 days of the invoice due date.  | \$50                                     |
| Payment plan fee<br>Based on the installments requested during a payment plan, per payment number requested               | \$25                                     |
| Graduation Fee  | \$150                                    |
| Collection Fee, International and PayPal Payments   | 4% of the subtotal<br>all tuition & fees |

**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



**Total Program Charges**

| Total Credit Hours   | Base Costs | Adjustments |
|--|------------|-------------|
| <input type="checkbox"/> Application<br><input type="checkbox"/> Readmission Fee |            |             |
| Course Credit Review Fee _____ (\$200/course)                                    |            |             |
| Standard Course Tuition _____ credits (\$428/credit)                             |            |             |
| Graduation Fee (due at the last semester of the program)                         | \$150      |             |
| Scholarship(s) _____ percentage of tuition awarded                               |            |             |
| Professional Fees (to register with accrediting bodies)                          | \$450      |             |
| Dual Enrollment Course Tuition _____ (\$300/course)                              |            |             |
| Payment Plan Fee (\$25/payment)  |            |             |
| Subtotal   |            |             |
| Collection Fee (4% of the Subtotal)  |            |             |
| Final Total Charges  |            |             |

Graduate degree tuition is \$428 per credit hour for your program for the duration of the agreement. Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan (see below) is approved by SU Finance Department.

**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. Customized payment plans are available at \$25 per payment. Failure to comply with the payment plan or the due dates will result in a \$50 fee.

**Payment method**

Invoice will be sent once the signed enrollment agreement is received by the SU Finance Department. Questions may be directed to [finance@sarasotauniversity.edu](mailto:finance@sarasotauniversity.edu)

- Credit/debit card
- PayPal (add 4%)
- Bank Wire Transfer
- ACH Debit

Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan is approved by SU Finance Department. All tuition and fees must be paid by petitioning for graduation.

**Amount Financed** – Up to \$500, depending on level of scholarship or other financial assistance  
**Itemization of Amount Financed** – One-half of their course tuition, adjusted for scholarship or other financial assistance



**Annual Percentage Rate** – 0%

**Total Course Tuition Price** \$1284 per course, unless adjusted by scholarship or other financial assistance

**Prepayment** – There is no penalty for prepayment of tuition.

**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. Fees will not be refunded after the first five business days. Refunds shall be made within 30 days of the date that the University determines that the student has withdrawn by the original method of payment.

**Tuition will be refunded as outlined below.**

Instructional weeks begin on Tuesday and end the following Monday. Amount of course work completed tuition refund listed below:

|  |                     |
|--|---------------------|
| Drop/Add Period (through end of the first week of classes) | 100% of the tuition |
| Through the end of the second week of classes              | 80% of the tuition  |
| Through the end of the third week of classes               | 60% of the tuition  |
| Through the end of the fourth week of classes              | 40% of the tuition  |
| Through the end of the fifth week of classes               | 20% of the tuition  |
| After the fifth week of classes                            | 0% of the tuition   |

**Sample Refund Calculation**

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

| Tuition Charged/course | Week of Withdrawal | Refundable Amount of Tuition | % of University Retains Tuition | Amount of Tuition Refunded to the Student |
|------------------------|--------------------|------------------------------|---------------------------------|---|
| \$1284                 | 1                  | 100%                         | \$0                             | \$1284                                    |
| \$1284                 | 2                  | 80%                          | \$256.80                        | \$1027.20                                 |
| \$1284                 | 3                  | 60%                          | \$513.60                        | \$770.40                                  |
| \$1284                 | 4                  | 40%                          | \$770.40                        | \$513.60                                  |
| \$1284                 | 5                  | 20%                          | \$1027.20                       | \$256.80                                  |
| \$1284                 | 6                  | 0%                           | \$1284                          | \$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.

**Minimum Time for Degree Completion**

The minimum time required for completion of a degree is five years for students who enter a 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 four 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.

**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. If students wish to add or drop a course, withdraw from a course, or make any other changes to their enrollment, the appropriate form(s) must be submitted. Failure to comply with this requirement may result in becoming ineligible for a refund.

**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 academic-related 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. Full time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most degree 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 concerning a policy or procedure 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. Distance Education Students that have completed the internal institution complaint process and the applicable state process, may appeal non instructional complaints to the Florida SARA PRDEC Council at [FLSARAINfo@fldoe.org](mailto:FLSARAINfo@fldoe.org).

### **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.cin](http://Monster.cin) and [CareerBuilder.com](http://CareerBuilder.com). In addition, social media sites such as [FaceBook.com](http://FaceBook.com) and [LinkedIn.com](http://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-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 accredited by the Montessori Accreditation Council for Teacher Education. MACTE is located at 420 Park Street, Charlottesville, Virginia, 22902. MACTE can be contacted by phone at (434) 202-7793 and may be visited on the web at <https://www.macte.org/>.

**Completion Time**

I understand that my completion date is an estimate only. Completion time is based on awarded 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 reviewed a copy of this document and the Sarasota University catalog, located at this link: [Sarasota University Catalog](#).**

|   |             |
|---|-------------|
| <b>Applicant's Signature</b>                          | <b>Date</b> |
| <b>Vice President of Academic Affairs's Signature</b> | <b>Date</b> |

**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



GRADUATE ENROLLMENT AGREEMENT  
 MONTESSORI PROGRAMS  
 v.MP2025-12-16

Acceptance into the University is complete when the enrollment agreement is signed and processed.

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.

### APPLICANT INFORMATION

|                 |   |           |                                      |  |  |
|-----------------|---|-----------|--------------------------------------|--|--|
| First Name      |   | Last Name |                                      | MI                                       |  |
| Address         |   |           | City                                 |  |  |
| State           |   | Zip       | Country                              |  |  |
| Preferred Phone |   |           | Alternate Phone                      |  |  |
| Preferred Email |   |           | Alternate Email                      |  |  |
| SSN/National ID |   |           | Citizenship                          |  |  |
| Admission Type  | <input type="checkbox"/> Initial Enrollment |           | <input type="checkbox"/> Readmission | <input type="checkbox"/> Dual Enrollment |  |

### PROGRAM INFORMATION

|   |                                     |   |   |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Degree                           | <input type="checkbox"/> Non-Degree | <input type="checkbox"/> Master's of Arts (MA) - Montessori Leadership (ML) | <input type="checkbox"/> Master's of Arts (MA) Montessori Education |
| Total Credits in the Program                              | 36                                  | Awarded Credit Hours  |   |
| Proposed Start Date                                       |                                     | Transfer Credit Hours   |   |
| Projected Completion Date                                 |                                     | Last Accepted Completion Date   |   |
| Admission Officer   | Ellyn Lastinger                     | Vice President of Academic Affairs  | Doug Reidmiller   |
| Date Accepted by the University                           |                                     | Scholarship Award   |   |
| Degree awarded for satisfactory completion of the program |                                     |   |   |

**Admission 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 grade of "B" (2.7 GPA) 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 current resume along with a valid government issued photo ID;
- A personal statement (500 words) of professional and educational goals;
- References from two people who can attest to the likelihood of the candidate's successful completion of the degree program.
- For students for whom English is a second language, a minimum score of 530 on the paper-based or 79 on the computer-based Test of English as a Foreign Language (TOEFL), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report.

**Graduation Requirements**

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



### Tuition, Fees and Course Materials

The maximum time for completion of this program is 36 credits and/or five years. Students who exceed the maximum allowed time of completion may be required to re-enroll in the program which may include new policies including a change in tuition.

### Miscellaneous Fees

|   |  |
|---|--|
| Application Fee<br>For Students entering any degree program.  | \$100                                    |
| Readmission Fee<br>For students who have been inactive for more than 12 months or who are entering another degree program | \$100                                    |
| Course Credit Review Fee<br>For students requesting an award of academic credit for prior educational experience.         | \$200                                    |
| Professional Fees<br>Mandatory fee to register a student with accrediting bodies.   | \$450                                    |
| Late Fee<br>After 15 days of the invoice due date.  | \$50                                     |
| Payment plan fee<br>Based on the installments requested during a payment plan, per payment number requested               | \$25                                     |
| Graduation Fee  | \$150                                    |
| Collection Fee, International and PayPal Payments   | 4% of the subtotal<br>all tuition & fees |

### 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



**Total Program Charges**

| Total Credit Hours   | Base Costs | Adjustments |
|--|------------|-------------|
| <input type="checkbox"/> Application<br><input type="checkbox"/> Readmission Fee |            |             |
| Course Credit Review Fee _____ (\$200/course)                                    |            |             |
| Standard Course Tuition _____ credits (\$428/credit)                             |            |             |
| Graduation Fee (due at the last semester of the program)                         | \$150      |             |
| Scholarship(s) _____ percentage of tuition awarded                               |            |             |
| Professional Fees (to register with accrediting bodies)                          | \$450      |             |
| Dual Enrollment Course Tuition _____ (\$300/course)                              |            |             |
| Payment Plan Fee (\$25/payment)  |            |             |
| Subtotal   |            |             |
| Collection Fee (4% of the Subtotal)  |            |             |
| Final Total Charges  |            |             |

Graduate degree tuition is \$428 per credit hour for your program for the duration of the agreement. Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan (see below) is approved by SU Finance Department.

**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. Customized payment plans are available at \$25 per payment. Failure to comply with the payment plan or the due dates will result in a \$50 fee.

**Payment method**

Invoice will be sent once the signed enrollment agreement is received by the SU Finance Department. Questions may be directed to [finance@sarasotauniversity.edu](mailto:finance@sarasotauniversity.edu)

- Credit/debit card
- PayPal (add 4%)
- Bank Wire Transfer
- ACH Debit

Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan is approved by SU Finance Department. All tuition and fees must be paid by petitioning for graduation.

**Amount Financed** – Up to \$500, depending on level of scholarship or other financial assistance  
**Itemization of Amount Financed** – One-half of their course tuition, adjusted for scholarship or other financial assistance



**Annual Percentage Rate** – 0%

**Total Course Tuition Price** \$1284 per course, unless adjusted by scholarship or other financial assistance

**Prepayment** – There is no penalty for prepayment of tuition.

**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. Fees will not be refunded after the first five business days. Refunds shall be made within 30 days of the date that the University determines that the student has withdrawn by the original method of payment.

**Tuition will be refunded as outlined below.**

Instructional weeks begin on Tuesday and end the following Monday. Amount of course work completed tuition refund listed below:

|  |                     |
|--|---------------------|
| Drop/Add Period (through end of the first week of classes) | 100% of the tuition |
| Through the end of the second week of classes              | 80% of the tuition  |
| Through the end of the third week of classes               | 60% of the tuition  |
| Through the end of the fourth week of classes              | 40% of the tuition  |
| Through the end of the fifth week of classes               | 20% of the tuition  |
| After the fifth week of classes                            | 0% of the tuition   |

**Sample Refund Calculation**

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

| Tuition Charged/course | Week of Withdrawal | Refundable Amount of Tuition | % of University Retains Tuition | Amount of Tuition Refunded to the Student |
|------------------------|--------------------|------------------------------|---------------------------------|---|
| \$1284                 | 1                  | 100%                         | \$0                             | \$1284                                    |
| \$1284                 | 2                  | 80%                          | \$256.80                        | \$1027.20                                 |
| \$1284                 | 3                  | 60%                          | \$513.60                        | \$770.40                                  |
| \$1284                 | 4                  | 40%                          | \$770.40                        | \$513.60                                  |
| \$1284                 | 5                  | 20%                          | \$1027.20                       | \$256.80                                  |
| \$1284                 | 6                  | 0%                           | \$1284                          | \$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.

**Minimum Time for Degree Completion**

The minimum time required for completion of a degree is five years for students who enter a 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 four 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.

**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. If students wish to add or drop a course, withdraw from a course, or make any other changes to their enrollment, the appropriate form(s) must be submitted. Failure to comply with this requirement may result in becoming ineligible for a refund.

**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 academic-related 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. Full time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most degree 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**

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Florida 32399, and phone (888) 224-6684. Distance Education Students that have completed the internal institution complaint process and the applicable state process, may appeal non instructional complaints to the Florida SARA PRDEC Council at [FLSARAINfo@fldoe.org](mailto:FLSARAINfo@fldoe.org).

### **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.cin](http://Monster.cin) and [CareerBuilder.com](http://CareerBuilder.com). In addition, social media sites such as [FaceBook.com](http://FaceBook.com) and [LinkedIn.com](http://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-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 accredited by the Montessori Accreditation Council for Teacher Education. MACTE is located at 420 Park Street, Charlottesville, Virginia, 22902. MACTE can be contacted by phone at (434) 202-7793 and may be visited on the web at <https://www.macte.org/>.

**Completion Time**

I understand that my completion date is an estimate only. Completion time is based on awarded 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 reviewed a copy of this document and the Sarasota University catalog, located at this link: [Sarasota University Catalog](#).**

|   |             |
|---|-------------|
| <b>Applicant's Signature</b>                          | <b>Date</b> |
| <b>Vice President of Academic Affairs's Signature</b> | <b>Date</b> |

**MISSION STATEMENT**

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

## Undergraduate Program Enrollment Agreement



BACHELOR'S OF SCIENCE  
ENROLLMENT AGREEMENT  
MONTESSORI EDUCATION  
v.BS2025-12-08

**Acceptance into the University is complete when the enrollment agreement is signed and processed.**

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.

### APPLICANT INFORMATION

|                 |   |           |  |                                      |  |
|-----------------|---|-----------|--|--------------------------------------|--|
| First Name      |   | Last Name |  | MI                                   |  |
| Address         |   |           |  | City                                 |  |
| State           |   | Zip       |  | Country                              |  |
| Preferred Phone |   |           |  | Alternate Phone                      |  |
| Preferred Email |   |           |  | Alternate Email                      |  |
| SSN/National ID |   |           |  | Citizenship                          |  |
| Admission Type  | <input type="checkbox"/> Initial Enrollment |           |  | <input type="checkbox"/> Readmission |  |

### PROGRAM INFORMATION

|   |                                     |   |   |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Degree                           | <input type="checkbox"/> Non-Degree | <input type="checkbox"/> Bachelor of Arts in Montessori Education | <input type="checkbox"/> Dual Enrollment    |
| Total Credits in the Program                              | 120                                 | Awarded Credit Hours  |   |
| Proposed Start Date                                       |                                     | Transfer Credit Hours   |   |
| Projected Completion Date                                 |                                     | Last Accepted Completion Date                                     |   |
| Admission Officer   | Ellyn Lastinger                     | Vice President of Academic Affairs                                | Doug Reidmiller                             |
| Date Accepted by the University                           |                                     | Scholarship Award   |   |
| Degree awarded for satisfactory completion of the program |                                     |   | Bachelor of Science in Montessori Education |

Page 1 of 8

Address: 5104 N Lockwood Ridge Road, Suite 102, Sarasota, Florida 34234 - [sarasotauniversity.edu](http://sarasotauniversity.edu)  
Mailing Address: 2875 Ashton Rd P.O. Box 17848 Sarasota, Florida 34276 – 1.866.582.8448



**Undergraduate Admission Requirements (Each application is reviewed in its entirety before a student is admitted):**

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

- All applicants must have earned 60 credits of related coursework in an undergraduate program. 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).
- 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 grade of "C" or better for any transferred coursework as an undergraduate student;
- If the applicant has fewer than 60 credits, a combination of credits and a portfolio of demonstrated prior learning may be considered as fulfillment of the 60 credit coursework requirement.
- A current resume;
- Valid government issued photo ID;
- A personal statement (500 words) of professional and educational goals;
- References from two people who can attest to the likelihood of the candidate's 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).
- Completion of the program requirements within five years of matriculation.



### Tuition, Fees and Course Materials

The maximum time for completion of this program is 60 credits and/or five years. Students who exceed the maximum allowed time of completion may be required to re-enroll in the program which may include new policies including a change in tuition.

### Miscellaneous Fees

|   |  |
|---|--|
| Application Fee<br>For Students entering any degree program.  | \$100                                    |
| Readmission Fee<br>For students who have been inactive for more than 12 months or who are entering another degree program | \$100                                    |
| Course Credit Review Fee<br>For students requesting an award of academic credit for prior educational experience.         | \$200                                    |
| Professional Fees<br>Mandatory fee to register a student with accrediting bodies.   | \$450                                    |
| Late Fee<br>After 15 days of the invoice due date.  | \$50                                     |
| Payment plan fee<br>Based on the installments requested during a payment plan, per payment number requested               | \$25                                     |
| Graduation Fee  | \$150                                    |
| Collection Fee, International and PayPal Payments   | 4% of the subtotal<br>all tuition & fees |

### 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



**Total Program Charges**

| Total Credit Hours   | Base Costs | Adjustments |
|--|------------|-------------|
| <input type="checkbox"/> Application<br><input type="checkbox"/> Readmission Fee |            |             |
| Course Credit Review Fee _____ (\$200/course)                                    |            |             |
| Standard Course Tuition _____ credits (\$321/credit)                             |            |             |
| Graduation Fee (due at the last semester of the program)                         | \$150      |             |
| Scholarship(s) _____ percentage of tuition awarded                               |            |             |
| Professional Fees (to register with accrediting bodies)                          | \$450      |             |
| Dual Enrollment Course Tuition _____ (\$300/course)                              |            |             |
| Payment Plan Fee (\$25/payment)  |            |             |
| Subtotal   |            |             |
| Collection Fee (4% of the Subtotal)  |            |             |
| Final Total Charges  |            |             |

Undergraduate degree tuition is \$321 per credit hour for your program for the duration of the agreement. Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan (see below) is approved by SU Finance Department.

**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. Customized payment plans are available at \$25 per payment. Failure to comply with the payment plan or the due dates will result in a \$50 fee.

**Payment method**

Invoice will be sent once the signed enrollment agreement is received by the SU Finance Department. Questions may be directed to [finance@sarasotauniversity.edu](mailto:finance@sarasotauniversity.edu)

- Credit/debit card
- PayPal (add 4%)
- Bank Wire Transfer
- ACH Debit

Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan is approved by SU Finance Department. All tuition and fees must be paid by petitioning for graduation.

**Amount Financed** – Up to \$500, depending on level of scholarship or other financial assistance

**Itemization of Amount Financed** – One-half of their course tuition, adjusted for scholarship or other financial assistance

**Annual Percentage Rate** – 0%



**Total Course Tuition Price** \$963 per course, unless adjusted by scholarship or other financial assistance

**Prepayment** – There is no penalty for prepayment of tuition.

**Late Payment** – There is a \$50 fee for late payment.

**Refund Calculation**

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. Fees will not be refunded after the first five business days. Refunds shall be made within 30 days of the date that the University determines that the student has withdrawn by the original method of payment.

**Tuition will be refunded as outlined below.**

Instructional weeks begin on Tuesday and end the following Monday. Amount of course work completed tuition refund listed below:

|  |                     |
|--|---------------------|
| Drop/Add Period (through end of the first week of classes) | 100% of the tuition |
| Through the end of the second week of classes              | 80% of the tuition  |
| Through the end of the third week of classes               | 60% of the tuition  |
| Through the end of the fourth week of classes              | 40% of the tuition  |
| Through the end of the fifth week of classes               | 20% of the tuition  |
| After the fifth week of classes                            | 0% of the tuition   |

**Sample Refund Calculation**

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

| Tuition Charged/course | Week of Withdrawal | Refundable Amount of Tuition | % of University Retains Tuition | Amount of Tuition Refunded to the Student |
|------------------------|--------------------|------------------------------|---------------------------------|---|
| \$963                  | 1                  | 100%                         | \$0                             | \$963                                     |
| \$963                  | 2                  | 80%                          | \$192.60                        | \$770.40                                  |
| \$963                  | 3                  | 60%                          | \$385.20                        | \$577.80                                  |
| \$963                  | 4                  | 40%                          | \$577.80                        | \$385.20                                  |
| \$963                  | 5                  | 20%                          | \$770.40                        | \$192.60                                  |
| \$963                  | 6                  | 0%                           | \$963                           | \$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.

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

The minimum time required for completion of a degree is five years for students who enter a 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 four 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.

### **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. If students wish to add or drop a course, withdraw from a course, or make any other changes to their enrollment, the appropriate form(s) must be submitted. Failure to comply with this requirement may result in becoming ineligible for a refund.

### **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 academic-related 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. Full time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most degree 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 concerning a policy or procedure 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. Distance Education Students that have completed the internal institution complaint process and the applicable state process, may appeal non instructional complaints to the Florida SARA PRDEC Council at [FLSARAinfo@fldoe.org](mailto:FLSARAinfo@fldoe.org).

### **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.cin](http://Monster.cin) and [CareerBuilder.com](http://CareerBuilder.com). In addition, social media sites such as [FaceBook.com](http://FaceBook.com) and [LinkedIn.com](http://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-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 accredited by the Montessori Accreditation Council for Teacher Education. MACTE is located at 420 Park Street, Charlottesville, Virginia, 22902. MACTE can be contacted by phone at (434) 202-7793 and may be visited on the web at <https://www.macte.org/>.

**Completion Time**

I understand that my completion date is an estimate only. Completion time is based on awarded 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 reviewed a copy of this document and the Sarasota University catalog, located at this link: [Sarasota University Catalog](#).**

|   |             |
|---|-------------|
| <b>Applicant's Signature</b>                          | <b>Date</b> |
| <b>Vice President of Academic Affairs's Signature</b> | <b>Date</b> |

**MISSION STATEMENT**

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

## Enrollment Agreement Doctoral Programs



GRADUATE ENROLLMENT AGREEMENT  
 MONTESSORI PROGRAMS  
 v.DM2025-12-16

**Acceptance into the University is complete when the enrollment agreement is signed and processed.**

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.

### APPLICANT INFORMATION

|                 |   |           |                                      |    |  |
|-----------------|---|-----------|--------------------------------------|----|--|
| First Name      |   | Last Name |                                      | MI |  |
| Address         |   |           | City                                 |    |  |
| State           |   | Zip       | Country                              |    |  |
| Preferred Phone |   |           | Alternate Phone                      |    |  |
| Preferred Email |   |           | Alternate Email                      |    |  |
| SSN/National ID |   |           | Citizenship                          |    |  |
| Admission Type  | <input type="checkbox"/> Initial Enrollment |           | <input type="checkbox"/> Readmission |    |  |

### PROGRAM INFORMATION

|   |                |                                    |                 |  |
|---|----------------|------------------------------------|-----------------|--|
| <input type="checkbox"/> Ed.D                             |                | Total Credits in the Program       |                 |  |
| App. Awarded Credit Hours                                 |                | App. Transfer Credit Hours         |                 |  |
| Proposed Start Date                                       |                | Last Accepted Completion Date      |                 |  |
| Projected Completion Date                                 |                | Scholarship Award                  |                 |  |
| Admission Officer   | Elyn Lastinger | Vice President of Academic Affairs | Doug Reidmiller |  |
| Date Accepted by the University                           |                |                                    |                 |  |
| Degree awarded for satisfactory completion of the program |                |                                    |                 |  |

**Admission Requirements - Doctoral Program (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 or in a candidacy status with a regional 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;
- A grade of "B" average (3.0 GPA) 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 current resume along with a valid government issued photo ID;
- 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 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.
- It is recommended that candidates hold a Montessori credential from a 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.

**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.



**Graduation Requirements – Doctoral Program**

To complete the Doctor of Education Degree (Ed.D.): 66 total credits

- Satisfactory completion of the Education Specialist Degree (11 required pos-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.

**Tuition, Fees and Course Materials**

The maximum time for completion of this program is 66 credits and/or seven years. Students who exceed the maximum allowed time of completion may be required to re-enroll in the program which may include new policies including a change in tuition.

**Miscellaneous Fees**

|   |                                       |
|---|---------------------------------------|
| Application Fee<br>For Students entering any degree program.  | \$100                                 |
| Readmission Fee<br>For students who have been inactive for more than 12 months or who are entering another degree program | \$100                                 |
| Course Credit Review Fee<br>For students requesting an award of academic credit for prior educational experience.         | \$200                                 |
| Professional Fees<br>Mandatory fee to register a student with accrediting bodies.   | \$450                                 |
| Late Fee<br>After 15 days of the invoice due date.  | \$50                                  |
| Payment plan fee<br>Based on the installments requested during a payment plan, per payment number requested               | \$25                                  |
| Graduation Fee  | \$150                                 |
| Collection Fee, International and PayPal Payments   | 4% of the subtotal all tuition & fees |



**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

**Total Program Charges**

| Total Credit Hours   | Base Costs | Adjustments |
|--|------------|-------------|
| <input type="checkbox"/> Application<br><input type="checkbox"/> Readmission Fee |            |             |
| Course Credit Review Fee _____ (\$200/course)                                    |            |             |
| Standard Course Tuition _____ credits (\$578/credit)                             |            |             |
| Graduation Fee (due at the last semester of the program)                         | \$150      |             |
| Scholarship(s) _____ percentage of tuition awarded                               |            |             |
| Professional Fees (to register with accrediting bodies)                          | \$450      |             |
| Dual Enrollment Course Tuition _____ (\$300/course)                              |            |             |
| Payment Plan Fee (\$25/payment)  |            |             |
| Subtotal   |            |             |
| Collection Fee (4% of the Subtotal)  |            |             |
| Final Total Charges  |            |             |

Graduate degree tuition is \$578 per credit hour for your program for the duration of the agreement. Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan (see below) is approved by SU Finance Department.

**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. Customized payment plans are available at \$25 per payment. Failure to comply with the payment plan or the due dates will result in a \$50 fee.

**Payment method**

Invoice will be sent once the signed enrollment agreement is received by the SU Finance Department. Questions may be directed to [finance@sarasotauniversity.edu](mailto:finance@sarasotauniversity.edu)

- Credit/debit card
- PayPal (add 4%)
- Bank Wire Transfer
- ACH Debit

Course tuition is due when the course begins, unless a Deferred Tuition Payment Plan is approved by SU Finance Department. All tuition and fees must be paid by petitioning for graduation.



- Amount Financed** – Up to \$500, depending on level of scholarship or other financial assistance
- Itemization of Amount Financed** – One-half of their course tuition, adjusted for scholarship or other financial assistance
- Annual Percentage Rate** – 0%
- Total Course Tuition Price** \$1734 per course, unless adjusted by scholarship or other financial assistance
- Prepayment** – There is no penalty for prepayment of tuition.
- Late Payment** – There is a \$50 fee for late payment.

**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. Fees will not be refunded after the first five business days. Refunds shall be made within 30 days of the date that the University determines that the student has withdrawn by the original method of payment.

**Tuition will be refunded as outlined below.**

Instructional weeks begin on Tuesday and end the following Monday. Amount of course work completed tuition refund listed below:

|  |                     |
|--|---------------------|
| Drop/Add Period (through end of the first week of classes) | 100% of the tuition |
| Through the end of the second week of classes              | 80% of the tuition  |
| Through the end of the third week of classes               | 60% of the tuition  |
| Through the end of the fourth week of classes              | 40% of the tuition  |
| Through the end of the fifth week of classes               | 20% of the tuition  |
| After the fifth week of classes                            | 0% of the tuition   |



**Sample Refund Calculation**

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

| Tuition Charged/course | Week of Withdrawal | Refundable Amount of Tuition | % of University Retains Tuition | Amount of Tuition Refunded to the Student |
|------------------------|--------------------|------------------------------|---------------------------------|---|
| \$1734                 | 1                  | 100%                         | \$0                             | \$1734                                    |
| \$1734                 | 2                  | 80%                          | \$346.80                        | \$1387.20                                 |
| \$1734                 | 3                  | 60%                          | \$693.60                        | \$1040.40                                 |
| \$1734                 | 4                  | 40%                          | \$1040.40                       | \$693.60                                  |
| \$1734                 | 5                  | 20%                          | \$1387.20                       | \$346.80                                  |
| \$1734                 | 6                  | 0%                           | \$1734                          | \$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.

**Minimum Time for Degree Completion**

The minimum time required for completion of a degree is five years for students who enter a 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 four 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.

**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. If students wish to add or drop a course, withdraw from a course, or make any other changes to their enrollment, the appropriate form(s) must be submitted. Failure to comply with this requirement may result in becoming ineligible for a refund.



**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 academic-related 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. Full time enrollment is considered 6 credit hours per semester, normally one 3 credit course per term. In this manner, most degree 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 concerning a policy or procedure 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. Distance Education Students that have completed the internal institution complaint process and the applicable state process, may appeal non instructional complaints to the Florida SARA PRDEC Council at [FLSARAINfo@fldoe.org](mailto:FLSARAINfo@fldoe.org).

**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.cin](http://Monster.cin) and [CarreerBuilder.com](http://CarreerBuilder.com). In addition, social media sites such as [FaceBook.com](http://FaceBook.com) and [LinkedIn.com](http://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-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 accredited by the Montessori Accreditation Council for Teacher Education. MACTE is located at 420 Park Street, Charlottesville, Virginia, 22902. MACTE can be contacted by phone at (434) 202-7793 and may be visited on the web at <https://www.macte.org/>.

**Completion Time**

I understand that my completion date is an estimate only. Completion time is based on awarded 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 reviewed a copy of this document and the Sarasota University catalog, located at this link: [Sarasota University Catalog](#).**

|   |             |
|---|-------------|
| <b>Applicant's Signature</b>                          | <b>Date</b> |
| <b>Vice President of Academic Affairs's Signature</b> | <b>Date</b> |

**MISSION STATEMENT**

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

## Appendix B: Recommendation Form



# ADMISSION RECOMMENDATION FORM

### APPLICANT INFORMATION

FIRST NAME

LAST NAME

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

I waive my right to view this form's content.

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

APPLICANT'S SIGNATURE

DATE

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



# ADMISSION RECOMMENDATION FORM

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

### RELATIONSHIP TO THE APPLICANT:

SUPERVISOR  CO-WORKER  TEACHER  ADVISOR

OTHER  PLEASE DESCRIBE

HOW LONG HAVE YOU KNOWN THE APPLICANT?

### YOUR RECOMMENDATION FOR ADMISSION TO THE UNIVERSITY:

HIGHLY RECOMMEND  RECOMMEND  NOT RECOMMEND

### REFERENCE INFORMATION:

NAME

ADDRESS

SIGNATURE  DATE

SCHOOL/POSITION

Address: 5104 N Lockwood Ridge Road, Suite 102, Sarasota, Florida 34234 -  
sarasotauniversity.edu

Mailing Address: 2875 Ashton Rd P.O. Box 17848 Sarasota, Florida 34276 – 1.866.582.8448

## Appendix C: Reasonable Accommodation Request Form



### Reasonable Accommodation Request Form

#### **Accommodation for Students with Disabilities**

Sarasota University is committed to ensuring that students receive appropriate reasonable accommodation, 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 Requester seeks (non-scholastic) accommodation due to a documented disability. To make a request for accommodation the requester 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 Requester 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 Requester)

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

Primary Telephone: \_\_\_\_\_

Alternate Telephone: \_\_\_\_\_

Email address: \_\_\_\_\_

Program of enrollment: \_\_\_\_\_

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Mailing Address: 2875 Ashton Rd, P.O. Box 17848, Sarasota, Florida 34276

