



The Center for
**GUIDED
MONTESSORI
STUDIES**

**Early Childhood
Certification
Course Catalog**

2026

Table of Contents

Early Childhood Certification Course Catalog	1
Purpose of the Course Catalog	3
Commitment to Ethics and Responsibility	3
Early Childhood Teaching Credential	4
Early Childhood Certification Eligibility	5
Residency Facilities	5
Early Childhood Course Descriptions	6
Chart of Course Hours	9
Early Childhood Course Schedule	10
Practicum Requirements	11
Early Childhood Self-Directed Practicum	12
Practicum Assignments – Development of Classroom Leadership Skills	13
Practicum Evaluation	14
Grading System	16
Dismissal from Practicum Position	17
Maintaining Coursework Expectations, Probation, Termination and Re-enrollment	17
Course Completion	17

Purpose of the Course Catalog

This Early Childhood Course Catalog is designed to be a companion guide to our Adult Learner Handbook. The Course Catalog provides specific information concerning the Early Childhood program including course hours, and practicum requirements. Adult Learners are asked to carefully read through this catalog and address any questions to the Early Childhood Director or one's Instructional Guide.

Commitment to Ethics and Responsibility

The Center for Guided Montessori Studies, (CGMS), is committed to the creation of a positive and supportive learning community. We resolve to treat all Adult Learners and faculty with the same respect granted to children in Montessori classrooms. All policies and procedures of CGMS will reflect our commitment to integrity and ethical practices on the part of all participants. All policies and procedures will be applied equally to every faculty member and Adult Learner regardless of age, sex, sexual orientation, gender identity, race, color, religion, marital status, or national origin.

CGMS celebrates the diversity of the human family and the role of education in creating social awareness and a sense of belonging. As such, we have integrated topics throughout our courses at all levels to provide learners with a better understanding of implicit bias, diversity, equity, inclusion, justice and belonging. We address these complicated and sometimes controversial topics with sensitivity, always focusing on creating positive inclusive environments and preparing future generations to be earth stewards and global citizens.

CGMS is responsible for providing a learning environment that will promote the professional development of our Adult Learners and prepare them for successful careers as Montessori Educators.

Adult Learners are responsible for adherence to the policies and procedures of The Center for Guided Montessori Studies. Adult Learners will demonstrate respect for the course requirements and standards by their commitment to actively participate in the learning community and by evidence of their best efforts in all their coursework. Adult Learners will further demonstrate this commitment through respectful interactions with fellow learners, instructors, administration, and all parents, children and faculty they encounter in their practicum.

Early Childhood Certification Course Structure

The Center for Guided Montessori Studies offers two options for credentials: The Full Certification program combines our comprehensive distance learning course (600 hours)

with a residency program consisting of 10 instructional days (80 hours); or the Associate Certification program which consists of the distance course only. Both the certification levels also require a practicum in a Montessori classroom that meets the requirements as outlined by CGMS and the IMC. This Practicum Phase (750 hours) is done concurrently with the distance learning studies.

Distance Learning Phase: This component will consist of online video lectures, reading and written assignments, online discussions, special projects, and documented independent practice time. Adult Learners should expect to spend a minimum of 10 - 15 hours per week on this on-going course work. The site for this phase is www.cgms.edu. Participants will receive a username and password for accessing this site.

Practicum Phase: Participants will complete a practicum in an approved Montessori Early Childhood classroom with guidance from a certified and experienced Montessori supervising teacher or mentor. The intern must be in the classroom 5 days a week, for at least the morning session, for the duration of the 9-month school year. The Practicum Phase will also include observations in both the internship classroom and other Montessori classrooms.

Residency Phase: (Full Certification only) Adult Learners will participate in guided, hands-on learning experiences within a supportive Montessori community. This portion of the training includes on campus academic coursework and practice labs at one of our host schools in the summer. Adult Learners generally attend a residency session before beginning the practicum phase of their training.

Early Childhood Teaching Credential

CGMS is affiliated with The International Montessori Council (IMC), an established Montessori professional organization dedicated to supporting Montessori schools, teachers, and families. Adult Learners who successfully complete all requirements of the program will receive an IMC Early Childhood Teaching Credential for teaching children ages 2.5 through 6 years of age.

The CGMS Full Certification program is accredited by The Montessori Accreditation Council for Teacher Education (MACTE). MACTE is recognized by the US Department of Education as the accrediting agency for Montessori Teacher Education programs.

MACTE accredited teacher education programs that meet their specific Essential Standards and Criteria.

Please note that participants must attend 80 hours of onsite residency training at one of our accredited residency sites to qualify for the CGMS - MACTE accredited Full Certification.

Early Childhood Certification Eligibility

Eligible applicants will generally hold a minimum of a bachelor's degree from an accredited college or university. Those applicants without a bachelor's degree may be accepted in the program at the Educational Director's discretion. Applicants must have a minimum of a high school diploma, or its equivalent, and must be able to demonstrate adequate academic and organizational skills for success in this program and a teaching career. Applicants without a bachelor's degree must submit a written educational portfolio documenting long-term educational goals and demonstrating the skills and aptitude for college level studies. All Adult Learners must demonstrate a strong facility with both spoken and written English. Non-fluent speakers may be required to submit TOEFL scores.

IMC Early Childhood Certification - Full Credential

Adult Learners accepted into the program and who satisfactorily complete all requirements for the Residency, Distance Learning, and Practicum phases will be eligible for **Full IMC Early Childhood Teaching Credential (MACTE Accredited)**

IMC Early Childhood Certification - Associate Credential

Adult Learners accepted into the program and who satisfactorily complete all requirements for the Distance Learning and Practicum phases will be eligible for an **IMC Early Childhood Associate Teaching Credential (Distance Only program – non-Accredited)**

The IMC Associate Credential can be upgraded to a Full Credential when attendance at a CGMS residency program is completed. Change to a Full Credential may take place by submitting a program change request to the administrative office of CGMS and completing the payment requirements with the CGMS Finance department. If the residency program is completed later than three years after the distance portion, the candidate may be required to complete a review of the online studies, at an additional cost, in addition to attending the residency session to qualify for the upgrade to a Full Credential. Professional fee charges will apply if the initially paid fees have expired when the candidate completes the program change form.

Residency Facilities

CGMS uses facilities at host schools for our residency sessions. Residencies are offered in different regions across the USA and may vary from summer to summer. Announcements are made by late January for the locations and dates of the summer residency sites. They will be listed on the Moodle (our training platform) as well as on the CGMS website. (<http://www.cgms.edu/apply/tuition-and-dates/#residencies>)

Residency Registration and Information

Adult Learners are required to complete a Residency Registration Form and provide Emergency Contact Information. Registration forms are available in January. Space at each residency location is provided on a first come first serve basis.

Information about the residency locations and surrounding areas will be available on the online learning platform prior to the start date of the program. This includes information about travel and lodging information as well as general information about the area such as the residency facility, nearby pharmacies, and health care centers. Contact information for the Onsite Coordinator and a local representative from the host school will be emailed before the session begins.

Early Childhood Course Descriptions

The Early Childhood Certification course includes a wide range of courses. Below is a description of the courses and skills to be learned. Full Syllabi for each course section are provided on the Moodle at the start of each new course. Please note, the 18-month course schedule does not follow the course order listed below. The actual schedule is provided at the start of each cohort.

Orientation

This is a one-week introduction to the Early Childhood program and Montessori. Adult learners will complete several activities to help them get to know each other and become familiar with the course software. The week also includes introductory videos, discussions about Montessori philosophy, and the history of Montessori.

Montessori Philosophy

This course provides the philosophical foundation, which is at the core of the Montessori educational approach. Topics include Montessori key concepts such as the absorbent mind, sensitive periods, the mathematical mind, normalization, and the spiritual and moral development of the child and adult. The course seeks to provide the adult Montessori learner with a philosophical framework, which will lead to greater understanding of the dynamic relationships between the child, the prepared environment, and the role of the adult.

Observation

This course will focus on observation as the chief role of the Montessori guide. Adult Learners will learn the importance of creating the habit of observation and will work to develop their ability to perceive subtly the social, emotional, and intellectual needs of children. Learners will gain a working understanding of various observation techniques and how to interpret their observations to support the development of children.

Child Development

This course lays a foundation in developmental theories and current understandings of child development that serve as a foundation for validating the pedagogy and philosophy of the Montessori approach. The emphasis is on developing a greater understanding of

the natural process of human development and how we can support the child's growth and development through our understanding and application of these concepts.

Supporting Diverse Learners

This course presents a survey of topics related to diverse learners. Participants will learn how to recognize learning challenges and differences and learn tools for working with these diverse needs. Participants will also learn practical ideas for how to work most effectively with families, school leadership, and outside resources to support diverse learners in the Montessori program.

Classroom Leadership and Administration

This course presents the principles of effective classroom leadership necessary for preparing adult learners for the practical application of Montessori philosophy and methodology in today's classroom environments. Course content includes designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, assessment of students, record keeping systems, and curriculum planning, as well as techniques for positive discipline and problem solving in implementing effective classroom strategies. The course also includes Parent Involvement/Education and an introduction to school administration.

Practical Life

Learners will develop an understanding of the importance of the Exercises of Practical Life as foundational to the development of self-confidence, concentration, independence, order, problem-solving, social intelligence and responsibility, and the performance of everyday life skills. Instruction will be given on the presentation of the Practical Life exercises in the domains of grace and courtesy, fundamental skills, care of self, and care of the community/environment. Adult Learners will learn to present lessons in a manner that is developmentally attuned and engaging for the 3-6-year-old child. Emphasis will be placed on understanding how the Exercises of Practical Life can be adapted to serve the needs, learning style, and interests of the individual learner through careful and ongoing observation-based assessment.

Sensorial

Participants will develop an appreciation for the importance of the Sensorial area as a foundation for learning and an aid in the natural development of the child. Instructions will be given on the presentation of the sensorial materials for the refinement of the senses in the areas of visual discrimination of size, color, and form, tactile discrimination, and exploration involving the sense of smell, and taste. Adult Learners will learn to give clear and precise lessons for matching, sorting, and grading the sensorial materials, and teaching sensorial nomenclature using the "Three Period Lesson." Emphasis will be placed on understanding how these materials meet the individual needs of students and the use of observation skills to support the child's interest and needs as it relates to this area of the curriculum.

Language

In this course Adult Learners will study the natural phenomena of language development in early childhood and the child's sensitivity and fascination with language. Topics include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, phonemic awareness, word-study, beginning handwriting, expressive writing, and lessons for teaching simple grammar or function of words. Adult Learners will be made aware of the importance of developing a language-rich environment for supporting emergent literacy.

Mathematics

This course provides the foundations for understanding the child's process of developing mathematical concepts, beginning with concrete exploration, and moving toward abstraction. The focus will be on supporting the development of the mathematical mind. Presentations of the curriculum will include materials for exploring numeration from 0 to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Participants will learn how to present mathematics materials and to observe and guide each child's progress toward abstracting mathematical concepts.

Cosmic Education

Designed as a foundation and introduction to Montessori's "cosmic curriculum," this course presents an integrative approach to introducing geography, history, and science to young children. Topics include developing a sense of geographic space, historical time, and multicultural awareness using Montessori geography and history lessons and international festivals and celebrations. Science studies will include life science and physical science. Adult Learners will gain an appreciation for the interconnection of all life on the planet and how science relates to our everyday life.

Visual Arts

Adult Learners will learn how to design and prepare an art curriculum that will promote creative expression and develop art appreciation. Through lectures and hands-on experience participants will learn the value of art education and how to present art activities from a variety of media and styles. Adult Learners will learn how to present art units that expose children to artists and styles of art including the classical masters and cultural art.

Music

This course explores exercises in auditory training, music theory, composition, and music appreciation. Adult Learners will explore the lessons for presenting the Montessori bells from the early sensorial matching work, through the introduction of reading notes and composition of music.

Physical Education

Focusing on the vital connection between a healthy body and healthy mind, participants will learn how to develop a physical education curriculum for young children. Many fun activities will be presented for promoting motor coordination, the development of physical strength and balance. The curriculum will include activities for independent

work during class time, circle or indoor group activities, and outside activities.

Peace Education

This course will consider the spiritual preparation of the teacher, communication, and relationships among the adults in the school community. Adult Learners will develop interactive and manipulative-based exercises for the children to promote personal energy management, conflict resolution, unity and diversity education, as well as activities for community/natural world peace awareness.

Chart of Course Hours

CGMS Early Childhood Course Hours	
COURSE TITLE	Clock Hours
Child Development	60
Classroom Leadership	60
Cosmic Education in Early Childhood	60
Language	80
Mathematics	70
Montessori Philosophy	70
Music	20
Observation	30
Orientation and History of Montessori	10
Peace Education	30
Physical Education	20
Practical Life	60
Supporting Diverse Learners	20
Sensorial	60
Visual Arts	20
Residential Hours	80
Total Academic Hours	750
Practicum Hours	750

Early Childhood Course Schedule

Distance Learning Format:

Online coursework is completed on a learning platform, Moodle. Course work is scheduled over 8 terms or modules; each module is 8 - 9 weeks in length. A minimum of 10-15 hours will be spent on weekly work consisting of discussion forums, live classes, instructional videos, reading assignments, weekly and long-term assignments, and practice time. There is a one-week break between most modules. A 2-week break in December and a flexible schedule during June/July are also scheduled. The flexible schedule enables Adult Learners to participate in one of the residency programs and have a two-week break during the module. **Adult Learners will receive a detailed, week-by-week schedule noting course topics, dates, and breaks.**

Exams:

Final Exams are scheduled individually with the Instructional Guide after all course work is completed. Please see the section on ‘Course Completion’ for full details regarding the time allowed for exams and completion of all course requirements.

Summer Residency:

Residency Sessions include 10 days of coursework at one of the approved host schools. Sessions are scheduled in June and July in various locations across the US. Residency dates and locations are announced in January. Adult Learners may select the location and dates that they find most convenient. Locations vary from summer to summer.

Classes are held Monday – Friday from 8:30 – 5:30. Schedules for each location will be included in the January announcement.

We strongly recommend that Adult Learners participate in a residency session during the first summer of their training and before beginning the practicum phase.

Adult Learners enrolled in the Associate Certification Program can register for a residency session and upgrade to a Full Credential within 3 years of completing the distance learning course work. Associate Certification and Full Certification learners who do not attend the residency session in the first summer will be required to participate in a 2-week Practicum Prep course that will be scheduled on-line during the summer module.

Practicum Schedule:

The practicum must run a minimum of 750 hours, 500 of which must be spent working in an approved Montessori classroom, 5 days per week during the “morning work cycle.” The remaining time may include time spent on observation and lesson practice or additional teaching hours. Start and completion dates will vary according to the school calendar at the practicum site. Adult Learners will submit these dates to CGMS, and a

Field Consultant will be assigned to provide guidance and assistance throughout the internship.

Practicum Requirements

CGMS considers the practicum phase to be an essential element for the preparation as a Montessori guide. The practicum requirement is for a full school year of student teaching experience in an approved Montessori Early Childhood Classroom (at least half-day/ 5 days per week).

The practicum must take place in a multi-age, well-equipped Montessori classroom. Multi-age at the Early Childhood level is typically defined as a 3-year age span of children ages 2.5-6. A minimum of a 2-year age span, i.e., at least 3's and 4's or 4's and 5's is required for a valid practicum.

The practicum experience provides the intern with a supervised teaching/ learning experience during the course of a school year. The practicum brings together the theory and practice of Montessori Education as the intern engages in observation and instructional guidance of children and gains experience in all aspects of classroom leadership.

In some cases, interns are paid a stipend by the practicum site school. All such arrangements are made between the intern and the school. No assurance of compensation can be made by the CGMS. Adult Learners may propose their own practicum site or request our assistance in locating one. While we cannot guarantee there will be an available practicum site in any specific community and cannot guarantee placement, we will be happy to assist in researching local schools and make contacts on the Adult Learner's behalf.

Admission into the Practicum Phase

In order for Adult Learners to enter the Practicum Phase of the teacher education program they must meet the following criteria:

1. Complete the 10 course days of a summer residency program and/or a minimum of 60 hours in the distance-learning course with verification from the Instructional Guide of participation in the course and readiness for the Internship/Practicum experience.

Any Adult Learner who does not attend the residency session before beginning the practicum phase will participate in an online practicum preparation program during the summer before the practicum begins.

2. Verification of a practicum agreement with an appropriate practicum site that meets CGMS and IMC standards. (See the Practicum Resource section on the Moodle to download the required practicum documents)

3. Be in good financial standing with CGMS.

Supervising Teachers

Some Adult Learners will complete their practicum requirement in a classroom with a Supervising Teacher. The Supervising Teacher must hold a Montessori Teaching Credential for the Early Childhood Level from a MACTE accredited program, or an IMC recognized Teacher Education Center and will be in at least the third year of teaching after the receipt of their Montessori Early Childhood Credential.

Supervising Teachers will receive a Supervising Teacher Guidebook, which will provide guidance in how to assist and support the intern during the practicum, as well as provide clear guidelines for expectation of both the intern and the supervising teacher.

CGMS will maintain open lines of communication with the Supervising Teacher and practicum site Head of School. The Supervising Teacher and intern are responsible for creating an environment for healthy communication, which must include regularly scheduled and documented meetings for answering questions, support in practicing lessons, and providing feedback on the intern's progress. The Supervising Teacher will also be responsible for completing evaluations and surveys on the intern's work in the classroom and their development as a Montessori teacher.

Early Childhood Self-Directed Practicum

CGMS believes in the importance of the supervised practicum as the best model for preparing teachers. With this in mind, a self-directed practicum, in which the intern assumes full responsibility for a classroom while still in training, will only be allowed when a plan for mentorship and support can be put in place.

Requests for self-directed practicums will be reviewed by the Level Director on a case-by-case basis. Should approval be granted, the adult learner will be assigned a Practicum Advisor by CGMS. Additionally, the Adult Learner and their Head of School will develop a plan for providing additional support and mentorship on-site. If a mentor is not available onsite, then the Adult Learner will be required to obtain a mentor locally or utilize one of the Coaching options CGMS offers. The Adult Learner (or sponsoring school) will be responsible for any additional fees necessary for the implementation of this plan. The plan and fees will be put in writing and agreed upon before the onset of the practicum phase. Any changes in the plan or fees will require the approval of both the Adult Learner and Level Director and must be put in writing.

Practicum Assignments – Development of Classroom Leadership Skills

Interns will be required to keep a portfolio documenting their experiences in the practicum classroom. Full cooperation is expected on the part of the practicum school and the Supervising Teacher to assure that the intern has opportunities to develop the skills listed below. There will be specific assignments that address these skills with on-going assessment of progress in these areas to be completed by the intern (self-evaluation), the Supervising Teacher, and the Field Consultant.

Practicum Classroom Leadership Skills include:

- Preparation of indoor and outdoor environment
- Observation, record keeping, assessing student progress, planning for individual student progress, and planning group activities.
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members
- Participation in Parent/Community activities such as parent education programs, parent-teacher conferences, interviews, open houses
- Classroom guidance – individual and group strategies for developing social and emotional intelligence.
- Staff and School involvement – participation in staff meetings, problem solving, and participation in school-wide events.

Interns are responsible for contacting CGMS in a timely fashion if there is a problem at their practicum site, which is making it difficult or impossible to fulfill the requirements listed above. Likewise, Supervising Teachers are asked to advise CGMS of problems the intern may be having in fulfilling requirements. It is recommended that interns and Supervising Teachers first attempt to resolve problems amongst themselves. While that is always the ideal, CGMS Instructional Guides and Field Consultants are available to help smooth out issues so that a positive learning and work environment may be maintained.

Field Consultant

Each intern will be assigned a Field Consultant who will provide guidance during the practicum phase. Field Consultants will visit interns to observe, evaluate and provide support during the practicum phase. When questions and concerns arise, the intern may seek assistance from the Field Consultant by phone or email, however, we encourage interns to first address such issues with their Supervising Teacher or Mentor. Interns may also consider seeking help from peers who often face many of the same challenges, or from the Instructional Guide with whom they have been working on a weekly basis. The key point is for interns to understand that there are multiple resources available to address one's needs throughout the course and internship.

Practicum Evaluation

Field Consultants will visit and observe interns in their practicum classrooms at least three times during the practicum phase to provide feedback and support. An evaluation form will be completed each time as part of these visits. Video observations and consultations may be completed for up to two of the evaluation visits or for additional support when interns are located in remote locations.

Interns will also complete a self-evaluation at least twice during the practicum phase. The self-evaluation should be completed and sent to the Field Consultant before their visit. This will enable the Field Consultant to provide support more effectively.

Supervising Teachers or appointed Mentors will complete an evaluation twice during the practicum phase. Interns and Supervising Teachers/Mentors should review the evaluation together and set goals for the intern's continuing growth and development in the practicum classroom. Mentors are expected to submit a monthly summary outlining topics discussed, challenges, successes, suggestions offered and goals set.

Early Childhood Adult Learner Competencies

CGMS uses the Montessori Accreditation Council for Teacher Education (MACTE) competencies listed below as a standard for adult learner outcomes required for certification. In addition to the four areas of MACTE competency, IMC has added two additional sections dealing with professionalism in the school community and the teacher as a reflective learner. These competencies are considered in assessment of all assignments and in evaluating the practicum experience.

Upon completion of all academic course work and the completion of the practicum phase, adult learners eligible for certification will be able to demonstrate competency in the following areas.

MACTE Competencies

1. Knowledge – demonstrates an understanding of:

- a. Montessori Philosophy
- b. Human Growth and Development
- c. Subject matter for the following course areas
 - Cosmic Education
 - Practical Life
 - Sensorial
 - Mathematics
 - Language
 - Science – natural and physical
 - Geography
 - Cultural Studies
 - The Arts

- Fine and gross motor skills
- Peace Education
- d. Community Resources for Learning

2. Pedagogy – demonstrates an understanding of:

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

3. Teaching with Grace and Courtesy – demonstrates and implements with children:

- a. Classroom leadership
- b. Authentic Assessment
- c. The Montessori philosophy and methods (materials)
- d. Parent/teacher/family partnerships
- e. Professional responsibilities
- f. Innovation and flexibility

4. Targeted Subject Matter Areas - Early Childhood:

- a. Practical Life
- b. Sensorial
- c. Mathematics
- d. Language
- e. Science
- f. Physical Geography
- g. Cultural Studies
- h. Physical Education
- i. Music
- j. Art

Additional IMC Competencies

5. School Professionalism and Contribution

The candidate for certification:

- a. Demonstrates effective communications, cooperation, and collaboration with fellow staff.

- b. Demonstrates effective guidance and management practices with support staff and works to develop a positive collaborative environment within the classroom.
- c. Demonstrates effective communications and working relations with organizational leaders and supervisors.
- d. Exhibits professionalism, sound character, and a commitment to organizational goals and values.

6. The Teacher as a Reflective Life-Long Learner

The candidate for certification:

- a. Understands the importance of daily renewal and reflective practices.
- b. Sets personal development and self-improvement goals.
- c. Responds to personal challenges and conflicts as opportunities for growth.

Grading System

The CGMS grading system focuses on the Adult Learners' proficiency in developing the MACTE competencies. Assignments are designed to measure this development and encourage learners to work toward proficiency. Assignments are assessed by the Instructional Guides with grades and feedback posted on the Moodle in a private section for the Adult Learner to access.

Assignments are graded as Proficient or Needs More Evidence. Feedback provides learners with guidance for improvement when an assignment receives the grade of Needs more Evidence.

Weekly grades for discussion forums and the virtual live classes assess the learners' participation and provide instructors insight into the learners' developing understanding of course content.

Long term assignments such as written papers, material making, and case studies have rubrics or clearly articulated criteria on which the grade of Proficient or Needs More Evidence is based.

Final written exams receive a numerical grade of 1-100 with a minimum requirement of 80 to pass the course.

Oral - Practicum exams are given for Practical Life, Sensorial, Language, and Math. Learners present randomly selected lessons and answer questions discussing the lesson purpose and curriculum sequence. The exams are graded as Pass or Retest. Learners who are required to retest are asked to spend time reviewing course videos, lesson plans and to practice lessons. When retesting learners will be asked to represent the lesson from the original exam, plus a new randomly selected lesson from that curriculum area.

CGMS is committed to supporting each learner to develop the knowledge and skills needed to become proficient Montessori educators. We encourage Adult Learners to seek and embrace feedback as part of the learning process.

Dismissal from Practicum Position

Any intern who is dismissed from one's practicum position will immediately be placed on probation while CGMS administration investigates. A dismissal from the practicum site will result, at the least, in additional practicum hours and may result in immediate termination of enrollment and/or the failure of the practicum and, thus, the inability to receive certification. Please see the Adult Learner Handbook for further elaboration on dismissal policies.

Maintaining Coursework Expectations, Probation, Termination and Re-enrollment

Adult Learners are expected to keep up with the weekly online work and turn assignments in by due dates. If life circumstances create unexpected stress and Adult Learners need to ask for additional time to complete work, they must make arrangements with the Instructional Guide for alternative due dates and plans for making up work. Adult Learners who have significant incomplete weeks within modules and/or are not submitting assignments will be required to repeat the module and pay an additional fee. This will also result in being placed on probation. Continued failure to meet requirements may result in termination. At such times, Adult Learners may petition for re-enrollment and will be expected to provide evidence of a plan of action indicating a commitment and ability to keep up with the course work. A re-enrollment fee will be assessed based on how much of the course must be repeated. Any termination or withdrawal of Adult Learners due to failure to meet course requirements will be subject to the refund/tuition payment obligations as per the Tuition Agreement and Adult Learner Handbook. See the Adult Learner Handbook for further elaboration on Dismissal, Withdrawal, and Tuition policies.

Course Completion

It is expected that Adult Learners will complete all Early Childhood course requirements within the scheduled period as outlined for one's specific cohort. This will typically be a 19-month period for online coursework (including breaks) plus one month for the completion of exams. Adult Learners who need extra time will need to file for an extension and pay an extension fee. We strongly advise Adult Learners to press forward and complete all work within the allotted time or if needed within a very short extension period. Please see the Adult Learner Handbook for further information regarding course completion.