Thank you to the MACTE Accreditation Task Force for their collaboration and input into this valuable process.

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Using MACTE’s Guide to Accreditation

MACTE’s Guide to Accreditation is primarily for the faculty and administrators of MACTE institutions/programs. It is designed for use in preparing for both initial and renewal accreditation.

Content

Program personnel should understand and accept all the components of the MACTE accreditation system before entering into it. We encourage everyone in the program responsible for all or part of the program’s accreditation (including annual reports) to read and use this guide.

Our goal in writing the guide was to make each step of the process clear and to make the accreditation process itself transparent. For example, throughout, we explain each step and the rationale behind the process. We also include details about formative evaluation, the On-Site Verification Visit, and the accreditation decision.

Format

We know that program personnel will focus on particular sections of the guide as they enter different stages of the accreditation process, and we have designed a format that makes selective use less complicated. We have also included forms that can be downloaded from the MACTE website (www.macte.org) and used in the Self-Study, along with one-page outlines and checklists that program members can use as handy references while assembling the Self-Study and preparing for the audit.

During the writing process and preparation for accreditation the MACTE office is available to answer questions and support the program through the process;

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SECTION A: MACTE HISTORY

A.1 About the Montessori Accreditation Council for Teacher Education

The Montessori Accreditation Council for Teacher Education, Inc., (MACTE), formally The Accreditation Council for Childhood Education Specialist Schools, Inc. (ACCESS) was incorporated on March 29, 1982. On February 25, 1992 a Certificate of Amendment of Incorporation was filed with the New York Secretary of State, for a name change to the Montessori Accreditation Council for Teacher Education (MACTE).

MACTE is dedicated to improving academic degree and certificate programs for Montessori professional educators – those who teach and lead in schools, Infant and Toddler through Secondary II, and to assure the public of their quality.

MACTE accredits certification course levels based on (1) the evidence they have that they prepare competent, caring and qualified professional Montessori educators and (2) their capacity to monitor and improve the program’s quality. MACTE believes this is the soundest way to assure the public about the quality of these programs. The Montessori teacher education program, not the college, school, department, or other administrative unit of the institution, receives MACTE accreditation.

MACTE’s unique approach to accreditation helps programs improve and be accountable for their quality. MACTE’s accreditation process starts with the evidence (quantitative and/or qualitative) that the faculty truly relies on to convince itself that the graduates are competent Montessori professionals. The program writes a scholarly monograph, called a Self-Study, which makes the case that the graduates are competent Montessori professionals. MACTE’s On-Site Visit verifies that the evidence cited in the Self-Study is accurate and trustworthy, and that the program/institution is committed to the certification course level. MACTE’s Accreditation Committee determines if the evidence is convincing and of sufficient magnitude to support the program’s claims that its graduates are competent, caring, and qualified.

MACTE’s constituency represents a broad range of programs/institutions offering certification courses at different levels. They are not limited to operating within the United States. Programs offering certification courses with a blend of residential and distance education may also be considered for accreditation by MACTE.

As its Quality Principles suggest, MACTE is an advocate for program improvement based on research evidence and confirmed scholarship. To that end, MACTE shares information about factors it has discovered in its accrediting work that influence the evidence programs rely on to support their claims. MACTE also conducts meetings and workshops on its innovative approach to accreditation for constituents, state groups, and consortia.

MACTE is a member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized by the United States Department of Education (USDE). MACTE is also recognized by the two other Teacher Education Program Accreditors, the National Accreditation Council for Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).
MACTE has its principal office in Charlottesville, Virginia, and Board Member serving worldwide. Additional information about MACTE’s accreditation activities and events are available on MACTE’s website (www.macte.org).

A.2 Accreditation in the United States

The U.S. Department of Education (2010) and the Association of Specialized and Professional Accreditors (2010) have published the following information about the accreditation process:

Higher education in America is unique in the world because of its reliance on accreditation to ensure quality and to foster a culture of continued improvement. The United States has no Federal Ministry of Education or other centralized authority exercising single national control over postsecondary educational institutions in this country. The States assume varying degrees of control over education, but, in general, institutions of higher education are permitted to operate with considerable independence and autonomy.

The goal of accreditation is to ensure that education provided by programs and institutions of higher education meets acceptable levels of quality. Accrediting agencies develop evaluation criteria and conduct evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency’s evaluation and meet an agency’s criteria are then “accredited” by that agency.

The U.S. Department of Education (USDE) does not accredit educational institutions or programs. However, the Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies determined to be reliable authorities on the quality of education offered by postsecondary institutions and programs. Recognition is renewed a maximum of every five (5) years.

Functions of Accreditation

Functions of accreditation identified by the USDE include protection of students, the public, and institution/program, as well as improvement in educational quality. In addition to certifying that an institution/program has met established standards, accreditation assists prospective students in identifying acceptable institutions/programs; assists institutions/programs in determining acceptability of transfer credits; and identifies institutions/programs for the investment of public and private funds.

Recognition of accrediting agencies by the USDE provides one of several considerations used as a basis for determining eligibility for federal student assistance, including Title IV programs, and for state and national recognition of Montessori teacher education credentials.

Types of Accreditation

The U.S. Department of Education (2010) defines two basic types of educational accreditation: “institutional” and “specialized/programmatic.” The Montessori Accreditation Council for Teacher Education (MACTE) is classified as both an institutional and specialized/programmatic accrediting agency.

MACTE also accredits institutions that are freestanding in their operations of preparing Montessori Educators. Thus, a “specialized” or “programmatic” accrediting agency may also function in the capacity of an “institutional” accrediting agency.
For purposes of simplicity and consistency, the term “programs” is used throughout this Guide to apply to both freestanding institutions, and college or university programs that prepare Montessori educators.

Each program may offer several certification course levels. If a program offers more than one certification course level, and is applying for accreditation with MACTE, each level offered by the program must be accredited. Programs have until June 30, 2016 to submit a MACTE Application for Accreditation for all non-accredited certification course levels. It should be noted that the On-Site Verification Visit does not need to take place before the deadline, only the application of intent. [Rev. 12/14]

A certificate of attendance may be given to an Adult Learner that takes the academic portion of a course and does not complete the practicum. The certificate must clearly state the portion of the course completed and indicate that this portion was for attendance only and is not accredited by MACTE.

MACTE is a member of the Association of Specialized and Professional Accreditors (ASPA), which is the only organization that represents specialized accrediting agencies throughout the United States. MACTE is also a member of the Council for Higher Education Association (CHEA). These agencies operate to ensure that students in accredited institutions receive an education consistent with standards for entry into practice or advanced practice in each of their respective certification course level. With approximately 60 member agencies, ASPA contributes to a unified, national voice for specialized accreditation. All accrediting agencies holding membership in ASPA must abide by the ASPA-Member Code of Good Practice, which can be found at http://www.aspa-usa.org.

Benefits of Accreditation

**Adult Learners** are able to identify programs that meet standards established by and for their field of interest, and to select the one best suited to their needs and circumstances. Accreditation helps when students transfer from one certification course to another. Graduates of MACTE-accredited programs are assured the broadest possible opportunity for acceptance of their Montessori teaching credentials throughout the nation and world.

**Programs** are protected from internal and external pressures to make changes for reasons that may not be educationally sound. Self-improvement is stimulated through involvement of academic administrators, faculty, and practitioners in program evaluation and planning; in development of learning outcomes measures and graduate competencies; and in orientation and training sessions offered by MACTE. Accreditation ensures that standards represent a consensus of values, and that standards and procedures are fairly and consistently applied. Programs are also assured equitable representation in national accreditation activities through participation by faculty and staff as Board Members and as on-site verifiers.

**The Public** is informed of the quality of programs through a nongovernmental system, which places the cost of evaluation on the profession, rather than the taxpayer. Accreditation is an important way of identifying programs for the potential investment of public and private funds, and for determining Adult Learner’s eligibility for federal assistance.

**The Montessori field** gains enhanced credibility through the accountability provided by accreditation.
Certifying bodies and state agencies are assisted in the process of issuing professional credentials, registration, or licensure. Since MACTE requires accredited programs to evaluate the competency of its graduates, both before and after they enter the profession, employers have a reasonable means of assessing the quality of the preparation completed by job applicants and employees.

All communities of interest benefit from the opportunity accreditation provides for inquiry, problem solving, and investigation of alleged improper practices.

A dramatic shift in philosophy has occurred in recent years, from accreditation playing a “policing” role toward a more consultative approach. This collegial function, in addition to the traditional, evaluative role of accreditation, encourages development of higher standards and program self-improvement. Integrity, educational outcomes, transparency, and the degree of specificity or generality of standards and criteria have also been identified as major issues in current accreditation practice. Despite widely divergent views in the field about how to maximize the effectiveness of accrediting processes and about the role of federal recognition, there is broad agreement on the general principles and standards of accreditation.

Contemporary accreditation remains the most viable vehicle available for the promotion of educational excellence and quality assurance. The value of its contribution is dependent upon the informed judgments of verifiers with appropriate expertise, ethical practices of agencies and institutions, cooperation of state and federal governments, and responsible behavior of consumers.

Reflecting Congressional concerns about defaulted student loans, new and more demanding regulations effective in 1992 placed accrediting agencies in a “gatekeeper” position with regard to Title IV programs. These regulations made serving as a gatekeeper to participation in federal loan programs a primary justification for agency recognition by the U.S. Secretary of Education.

The Movement Toward Voluntary Accreditation

Since 1960, Montessori teacher education certification courses have been offered by programs affiliated with several professional societies, including the American Montessori Society (AMS), Association Montessori Internationale (AMI), International Association of Progressive Montessori (IAPM), International Montessori Council (IMC), Montessori Educational Programs International (MEPI), Montessori Institute of America (MIA), and Pan American Montessori Society (PAMS), have offered Montessori teacher education certification courses. Programs may also choose to affiliate with the Independents not in a consortium (IND).

In 1994, Joy Turner, the first Executive Director of MACTE, prepared the proposal for initial recognition of MACTE by the Secretary of Education. On May 3, 1995, five representatives of the agency gave testimony before the National Advisory Committee on Institutional Quality and Integrity (NACIQI). The Advisory Committee recommended that the Secretary of Education grant initial recognition to MACTE at that time. Recognition has been successfully sustained to the present.

MACTE is one of only three organizations recognized by the Secretary of Education to accredit teacher education programs in the United States. The other two are the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). MACTE is unique in that it accredits both programs within colleges/universities and independent, freestanding institutions in both the United States and internationally. A program can
offer many Montessori certification levels; Infant Toddler, Early Childhood, Elementary I, Elementary I-II, Secondary I, Secondary I-II. If a program is accredited, every certification course level must seek accreditation by MACTE.

References


SECTION B: OVERVIEW OF MACTE ACCREDITATION PROCESS

Overview of Accreditation Process

**Step 1:** Submit the Application for Accreditation, Application Fee and Self-Study to the MACTE office at least six (6) months prior to the program’s prospective On-Site Verification Visit dates.

**Step 2:** The MACTE Office completes the Initial Review for Completeness within thirty (30) business days of the submission. This review focuses primarily on the completeness and compilation of the Self-Study. The program has fifteen (15) business days to respond to any revision requests from the MACTE Office.

**Step 3:** The Self-Study is sent to the MACTE reader for a review of content. This review is completed within 30 business days. The MACTE reader will provide formative feedback in the form of a Staff Analysis. The program must respond to the Staff Analysis within fifteen (15) business days. Each program will receive no more than two rounds of formative feedback. If, after two rounds of formative feedback, the program’s Self-Study is not auditable (ready for an on-site), MACTE will request that the program work with a consultant to assist in the Self-Study writing process and resubmit their Self-Study at a later date. An Application Fee will not be charged for the second submission so long as this takes place within the allotted twenty-four (24) month timeframe.

**Step 4:** Once the Self-Study is declared auditable the On-Site Verification Visit will be scheduled. A Self-Study must be declared auditable at least two months prior to the program’s tentative on-site dates.

**Step 5:** Once the On-Site Verification Visit has taken place, and both the program and the On-Site team has submitted their final documentation, MACTE will send the full record of documentation to two Board members for a final review and recommendation to the MACTE Board for deliberation and final motion for accreditation. [Rev.12/14]

B.1. Eligibility for Initial and Renewal Accreditation

**Eligibility Requirements**
To be eligible for candidate status in MACTE, an attestation included with the application from the program administrator to the following is required:

1. The program’s commitment and intent to comply with MACTE’s Quality Principles, Criteria and requirements (fees, annual reports, etc.).

2. An understanding of, and agreement to, the fact that MACTE, at its discretion, may make known the nature of any action, positive or negative, regarding the program’s status with MACTE.

3. The program’s agreement to disclose to MACTE, at any time, all such information, as MACTE may require to conduct its accrediting functions.

The institutional or programmatic accreditation granted by MACTE is available to single purpose institutions and programs, which exist solely for the purpose of offering Montessori teacher education.
and to Montessori Teacher education programs with colleges or universities. Programs are eligible for accreditation regardless of their professional affiliation, organizational form, source of financial support, size of enrollment, or location.

Programs offering Montessori teacher education may be organized according to any legally recognized and registered structure (e.g., corporation, partnership, proprietorship; public or private; nonprofit or tax-paying). The certification programs offered may be either already functioning or new. Newly created certification programs must have been in existence for at least six (6) months, so that self-assessment and cooperative development of the Application and Self-Study by the staff and community of interest can take place.

Each program is encouraged to develop its own unique style within the framework of the Quality Principles for Montessori teacher education. As a review of current programs will verify, there is no set way in which to develop and implement a Montessori teacher education certification course.

Each program is encouraged to use precise language throughout the Self-Study. Vague, imprecise language will not only obscure the goals and accomplishments of the program, but it will make it more difficult for the On-Site Verification Team to verify the text of the Self-Study. Imprecise text is likely to be open to multiple interpretations, which may not even have been intended by the authors, but if adopted by the reader may alter the meaning of the text and potentially mislead him or her. For this reason, checking the precision of the language and evidence of the Self-Study is a key task in both MACTE’s formative evaluation and the On-Site Verification of the Self-Study. MACTE staff and On-Site team focus on language and precision in order to determine the degree to which the Self-Study means exactly what the program faculty intend it to say.

To facilitate assessment by MACTE, time in the educational program must be expressed in the standard unit of clock hours.

**B.2. Term of Accreditation**

The maximum period of accreditation granted by MACTE is seven (7) years for renewal. Accreditation begins the date the MACTE Board deliberates and accepts a program’s eligibility. Once MACTE grants accreditation, Adult Learners actively enrolled (i.e., not yet graduated) as of the last day of the On-Site Verification Visit are considered as candidates to graduate from an accredited program. Starting the process two years prior to the expiration date of accreditation is strongly recommended for renewal applicants. The program is responsible for submitting its Application and Self-Study in sufficient time to allow review, corrections and additions, scheduling the On-Site Verification Visit, and placement on the next Board meeting agenda. Failure to complete the entire process within the accreditation timeframe results in withdrawal from accredited status (if the program is in good standing) or revocation of accredited status.

In all cases of illness or absence of administrators/directors, the program must appoint an interim director to ensure program continuity and oversight of the accreditation process. The interim director must meet the requirements listed in Quality Principle 3.1 of this Guide to Accreditation. In the event of a change of director, the MACTE Office must be notified within thirty (30) calendar days. This notification must be followed by the submission of a Substantive Change form and fee within an additional thirty (30) days of the change.
All initially accredited programs are granted accreditation for seven (7) years. An Interim Report must be submitted and approved in the fourth year of accreditation demonstrating the collection of three years of data from the proposed evaluation system that was outlined in your Initial Self-Study. The MACTE office sends a reminder letter to the Program six months prior to the due date of the report.

**B.3. MACTE Annual Report**

Accredited programs are responsible for completing an Annual Report sent to the program’s director electronically from the MACTE Office on September 1 (30 days before the due date). The Annual Report is an important monitoring and evaluation tool that enables MACTE to collect valuable data identifying changes and improvements within the program. An example of key data indicators to be collected and analyzed may include measures of Adult Learner achievement, headcount enrollment, changes in course length, and changes in delivery. [Rev.4/15]

*Programs will have until October 1 in which to complete and submit the report.*

**B.4. Financial Policies and Description of Fees**

MACTE’s operations are supported primarily by annual fees from accredited programs and affiliated organizations, consortia and groups of independent institutions. MACTE’s fiscal year begins July 1 and ends June 30. Fees are as follows:

1. **Organizations, Consortia, and Groups of Independent Institutions:** annual fees, payable on application and when billed in July of each year for each course level offered by affiliated programs.

2. **Accredited Institutions:**
   a. Annual Accreditation fees are determined according to the number of accredited certification course levels. Programs are billed for each accredited course level. Annual fees are payable when billed by July 1 of each year. Annual fees must be paid each year for the term of the program’s accreditation, whether or not it is operating during a particular year.
   b. Adult Learner fees payable within six (6) weeks following the start date of the certification course cycle. Only one Adult Learner fee is paid per Adult Learner for each accredited course level. Programs awarded Initial Accreditation are responsible for payment of annual and Adult Learner fees in full for the fiscal year in which accreditation is granted (these fees are not prorated). The Adult Learner must complete the practicum phase within three years of completing the academic phase. If not, an additional Adult Learner fee will be due upon re-enrollment.
   c. Additional Location fees are payable each year during the term of accreditation for each accredited level, at each location, whether or not the location is operating during a particular year.
   d. **Contract site fees** will be billed for each certification course level at the time accreditation is granted. Contract site fees will be pro-rated and calculated according to the length of the contract. Adult Learner fees will also be due in full at this time.
   e. **Application and renewal fee** payment should be included with the submission for each certification course level.
   f. **Substantive change fees**, if applicable, are due with submission of application.
g. **Late fees** assessed for overdue annual fees Adult Learner fees after 90 days.
h. **Reconsideration/Appeal fees**, if applicable.

Once paid, Application, Renewal, Substantive Change and Adult Learner fees are non-refundable. Fees are valid for twenty-four months, beginning July 1 of each fiscal year. Application review will not begin until fees are received. For the updated fee schedule please see the MACTE website [www.macte.org](http://www.macte.org).

**Other Costs of Participation**

Each program is responsible for all costs incurred during its On-Site Verification Visit and reconsideration appeal.

**B.5. Applying for Affiliation as an Organization, Consortium, or an Independent Consortium**

Montessori organizations, consortia, or groups of independent programs, which meet the criteria listed below, may apply for affiliation with MACTE. Once the completed application and fee are submitted, the MACTE Board reviews the documentation and votes on acceptance. The applicant organization, consortium, or group of independent programs must demonstrate that it:

1. Is organized for purposes that are exclusively educational;
2. Is responsible for affiliating five (5) or more accredited programs;
3. Has adopted the MACTE Quality Principles and Criteria;
4. Has made a commitment to fulfill all the required financial responsibilities of participation, including payment of annual fees;
5. Has nominated at least three (3) qualified individual(s) so that one (1) can be elected by the Board to serve a three-year term, and attend all required Board meetings (see MACTE Website);
6. Is responsible for keeping its constituents informed about the activities of MACTE;
7. Is committed to cooperation with all participating organizations and institutions.

Each affiliated organization, consortium or group of independent programs is eligible to nominate three or more individuals to serve on the Board. The Board’s Nominating Committee reviews the application form submitted for each nominee and recommends one individual, from the list of nominations, for election as a Board Member.

**Current Affiliates**

American Montessori Society (AMS) [www.amshq.org](http://www.amshq.org)
Montessori Educational Programs International (MEPI) [www.mepiforum.org](http://www.mepiforum.org)
The Pan American Montessori Society (PAMS) [www.montessori-pams.org](http://www.montessori-pams.org)
Association Montessori International (AMI) [www.amiusa.org](http://www.amiusa.org)
International Association of Progressive Montessori (IAPM) [www.montessori-iapm.org](http://www.montessori-iapm.org)
International Montessori Council (IMC) [www.montessori.org](http://www.montessori.org)
Independent (IND) [kayihang@springvalley.org](mailto:kayihang@springvalley.org)

**Current Affiliates in a Consortium:**
PAMS/MEPI/IMC
AMI/IAPM
B.6. Self-Study Writing Process

Preparation

Prospective applicants are directed to the MACTE website (www.macte/literature.html), where a PDF document of the Guide to Accreditation, Application, and Self-Study Checklist can be downloaded and printed. Once received, all individuals who will participate in the application and writing process should carefully read the MACTE Guide to Accreditation. The applicant should immediately notify the organization, consortium, or group of independent programs with which it is affiliated (or plans to affiliate) in order to obtain the regulations pertinent to affiliation before beginning the process. All accredited programs must be members of an organization, consortium, or group of independent institutions.

Self-Study

The Self-Study process is designed to be a cooperative effort of all program participants: administrative officials, faculty, field supervisors, practicum personnel, Adult Learners, and graduates. Advisory committees, resource persons, employers, and others in the educational community may also be involved. The Self-Study process takes place over several months under the leadership and coordination of the program’s director, who may delegate responsibility for completing portions of the Self-Study to various individuals or groups. The Self-Study process provides an important opportunity to examine how a program and its certification course levels currently operate, to identify strengths and weaknesses, and to consider ways in which operations might be improved. The MACTE Office provides materials and guides the process. Staff members are available to assist with self-assessment and completion of the Self-Study.

The Self-Study should be clear and concise, yet written so that individuals unfamiliar with the program can develop an understanding of the environment in which the certification course operates, comprehend the nature of the learning experiences provided, and evaluate the program fairly in relation to both its own stated objectives and the MACTE Quality Principles and Criteria.

All documentation must be written in English. If official licenses and other exhibits are written in another language, an individual not associated with the applicant program and certified as an accurate translation must translate them into English. When the On-Site Verification Visit takes place, every attempt is made to assign at least one (1) individual who speaks the applicant’s language to the On-Site Verification Team (OSVT). If this is not possible, at least one (1) individual who speaks the applicant’s language, and who is not associated with the institution or with any member of its faculty, is assigned to assist the OSVT.

MACTE First Review

Upon receipt of a Self-Study, a MACTE staff member conducts an initial review of the document regarding potential compliance. The staff member may determine that:

- The program has adequately documented that it is in substantial compliance with all of the Quality Principles, and has the potential to be accredited. An on-site verification team visit is scheduled, and a qualified team of verifiers is assigned. Copies of the Application, Self-Study,
Self-Study Checklist and Staff Analysis are sent to all members of the On-Site Verification Team (OSVT).

- The programs is not in compliance with all of the Quality Principles if the written Staff Analysis identifies components found not to be verified or verified with error; and requests clarification or additional documentation.
- When a program’s Self-Study has areas that are not verified, or verified with error, it must correct all areas of deficiency and submit a revised document to the MACTE Office within fifteen (15) business days. Staff then re-examine the revised materials. The Self-Study must be deemed auditable two months prior to the tentatively scheduled On-Site Verification Visit dates or the site visit will need to be rescheduled.
- MACTE coordinates its review of the Self-Study with the program’s affiliating organization. Each affiliating organization reviews the components within each level’s submitted curriculum. The affiliating organization is responsible for letting MACTE know whether the curriculum meets the organization’s standards. Both MACTE and the organization must communicate on the completeness of the document before the On-Site Verification Visit can move forward.

**B.7. On-Site Verification Visit (OSVV)**

When the On-Site Verification Team (OSVT) and visit dates are confirmed, an official notification is sent by the MACTE Office to the program director, OSVT and the affiliate organization.

At this time, one (1) copy of the Self-Study and any additions or corrections requested by the MACTE Office staff must be made available either electronically or hard copy to each member of the OSVT. If a team member requests a hard copy, it is the responsibility of the program to send the copy to the team member.

The OSVT visits the institution/program **while all certification course levels are in operation** to verify the Quality Principles and Criteria and any information contained in the Self-Study.

Expenses for the team members are reimbursed or paid for by the program.

At the conclusion of the On-Site Verification Visit, the OSVT prepares an On-Site Verification Team Report, which is submitted to the MACTE Office with a copy to the program director within fifteen (15) business days of the visit. The Director’s Response is sent to the MACTE Office within fifteen (15) days following the receipt of the final On-Site Verification Report from the team leader.

**MACTE Final Review**

After the MACTE Office receives the On-Site Verification Report and Director’s Response, “Instructions for Final Review” are sent to the program director. These instructions request the director to provide the MACTE Office with access to the revised Self-Study (if requests for revisions were made). Two (2) Board Members are then assigned to provide an in-depth review of the materials and may contact MACTE Office staff with any questions.

**MACTE Board Action**

An assigned sub-committee of the Board, to which the reviewers belong, considers the reviewers’ recommendations. The full Board receives the sub-committee report and acts to grant or deny...
accreditation to the program. The director receives an electronic and hard copy letter reporting the Board’s decision within fourteen (14) calendar days of the action.

**Reconsideration/Appeal**

A program, which receives a negative status decision, has the right to request reconsideration and/or appeal the decision.
Quality Principle I:

Evidence of the Candidate Learning
The Program’s graduates demonstrate knowledge for effective work in Montessori education.

Quality Principle II:

Evidence of Faculty Learning and Inquiry
The Program’s faculty demonstrates their commitment to continuous improvement of the Program

Quality Principle III:

Evidence of Program Capacity
The Program has the resources and practices in place to support the Adult Learner
The Program demonstrates sound management practices

MACTE Accreditation
Section C: Quality Principles and Criteria for the Accreditation Programs that Offer a Certification Course Level/Levels

C.1. Definitions of Quality Principles

Quality Principles

The term “Quality Principles” refers to the three principles by which certification programs of Montessori teacher education are evaluated for purposes of accreditation. The Quality Principles indicate mandatory conditions or actions, and each applicant must achieve substantial compliance with each of them in order to be granted an “accredited” status. Quality Principles are general statements. They are widely applicable to a variety of Montessori programs, and yet avoid provisions that may be seen as arbitrary. They are qualitative, rather than quantitative; and prescriptive, rather than proscriptive. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. Quality Principles are intended to acknowledge, respect, and complement the rights of programs and organizations to be self-defining and self-determining.

Criteria

Criteria accompanying each Quality Principle define the ways in which programs seeking accreditation are required to meet that Principle. Substantial compliance with each of the Criteria is required for accreditation. All courses and components are evaluated using the same Quality Principles, criteria, policies, and procedures. Courses that offer course components delivered online or by alternative delivery, should review Section H for additional distance education guidelines. Requirements found in Section H must be included within the Self-Study.

Quality Principles

“It’s not what data tells us, it’s what we do with it that counts.”

Quality Principle I

Evidence of Candidate Learning: Understanding and Teaching Montessori Principles

The core outcome of the programs that MACTE accredits is evidence that the program’s graduates are competent, caring and qualified educators. MACTE accreditation is based on the validity of the interpretation of the evidence that the program faculty relies on to support its claims about its graduates’ understanding of their subject matter, knowledge, and their teaching and leadership skills. The essential idea of this principle is the program’s ability to produce graduates who demonstrate knowledge for effective work in Montessori Education.

Quality Principle II

Faculty Learning and Inquiry

The core activity of the programs MACTE accredits is the faculty’s learning and inquiry. MACTE accreditation is based in part on the faculty’s system of quality control. This system is the means by which the faculty finds the evidence for Quality Principle I, regularly inquires into ways to improve the program’s quality, makes decisions based on the evidence, and monitors and enhances the program’s capacity for quality.
Quality Principle III
Program Capacity

MACTE defines a quality program as one that has credible and consistent evidence that the program has the capacity to operate. The essential idea of this principle is a program’s ability to demonstrate sound management practices within the program, which will support ongoing candidate learning.

Preamble

A Montessori teacher education program offers a comprehensive set of certification course levels which provide integrated academic and practicum experiences intended to qualify the graduate for certification in Montessori teaching with a specified child age range within the period from birth through age 18. Each certification course must achieve substantial compliance with the following Quality Principles, as defined in the accompanying Criteria.

Minimum Requirements for Each Certification Course Level

Infant and Toddler (Birth to 3 Years)
Completion of this level requires a minimum of 600 clock hours. The academic portion must contain a minimum of 200 clock hours, and the practicum a minimum of 400 clock hours. The practicum must include the following: supervised teaching, observation, interaction between Adult Learners and materials, interaction between Adult Learners and children, integration of knowledge with practice, preparation and care of the environment, communications, demonstration of skills, further study, internalizing of theory, and application of theories and methods.

Early Childhood (2 ½ through 6 Years)
Completion of this level requires a minimum of 600 clock hours. A minimum of 200 academic clock hours is required. The academic portion must include lecture, presentation with materials, group process and discussion, and supervised practice with materials. The practicum is comprised of 400 clock hours with at least 120 hours student teaching. Material-making, additional academic contact hours, independent research, and album making are all considered additional hours and may not count towards practicum hours.

Elementary I (6 through 9 Years)
Completion of this level requires a minimum of 800 clock hours. A minimum of 200 academic clock hours is required. The practicum is comprised of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include one or more of the following: independent research, material-making, album preparation, additional student teaching hours, or additional academic contact hours.

Elementary I-II (6 through 12 Years)
Completion of this level requires a minimum of 1,200 clock hours. A minimum of 200 academic clock hours is required for Elementary I and 175 academic clock hours for Elementary II. The practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required which must include one or more of the following: independent
research, material-making, album preparation, additional student teaching, or additional academic contact hours.

**Secondary I (12 through 15 Years)**
Completion of this level requires a minimum of 1,200 clock hours. A minimum of 200 academic clock hours is required. The practicum is comprised of 1,000 with a minimum of 120 hours student teaching.

**Secondary I-II (12 through 18 Years)**
Completion of this level requires a minimum of 1,500 clock hours. A minimum of 500 academic clock hours is required with 125 hours of the 500 at the Secondary II level. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.

Academic and practicum clock hours exclude written and oral exams; lunches and other breaks; and exclude translation time, if the certification course is offered in one language and translated into a second language.

Practicum hours are defined as student teaching and/or observation once the minimum student teaching hours have been met for each certification course level (where applicable). Practicum hours do not include independent research, material making, and/or album preparation. Each program should refer to their affiliating organization’s requirements with regard to instructional class time requirements and observation requirements.

**C.2. Quality Principles and Self-Study Criteria**

**Organizing the Self-Study**
Clear instructions on how to compile your Self-Study can be found in the Self-Study Checklist. Tables referenced can be located in the Self-Study Checklist. Criteria in italics needs to be verified by the On-Site Verification Team (OSVT) and not included within the Self-Study (unless specified by an affiliation’s requirements).

**Section 1: Teacher Preparation Program Summary**

*The intent of the Self-Study is to allow teacher preparation programs the opportunity to examine the program’s methods for implementing its current certification course(s), identify the program’s strengths and weaknesses and to demonstrate ongoing growth and improvement. Please use the statements below to frame the discussion of your teacher preparation program in a narrative format.*

1.1 Include a brief history and state the goals of the program. Who does your program serve?

1.2 Include the program’s mission statement.

1.3 Include a description of distinguishing characteristics of your program.

1.4 Include a summary of the process of developing your Self-Study. (Items to be addressed: How did your program go about completing the writing process? Who was involved? Was the process collaborative? What are the plans for changes in your program as a result of writing the Self-Study? What is the date the director and faculty voted to accept the Self-Study?)
1.5 Include a description of the demographics of your Adult Learner population.

1.6 Include information regarding accreditation by other accrediting agencies if your program is within a College or University. (e.g., SACS, MSCHE)

1.7 Include a description of hours of certification course, include hours in Table 1.1.

On-Site Verification Documentation Requirements

1.8 Provide evidence of accreditation or equivalent approval.
   a. Within the U.S.: the program must provide evidence of state legal authorization or registration. If the program holds accreditation or equivalent from other agency, evidence must be provided.
   b. Internationally: the program must provide evidence of legal authorization, registration, accreditation or approval from a government agency.

1.9 Provide evidence of legal authorization to operate. (e.g., tax receipt, certification, registration).

1.10 For non-collegiate programs, provide articles and/or bylaws.

1.11 Provide originals of all licenses and permits, if required for operations (e.g., business, fire/safety).

Section 2: Quality Principle I: Evidence of Candidate Learning

Program Claims with Regard to its Adult Learners
Claims are statements that a program faculty makes about the accomplishments of its Adult Learners. The faculty supports its claims with evidence. Through the On-Site Verification Visit (OSVV), MACTE then verifies the evidence. Indeed, the whole point of the MACTE accreditation process is to test whether the program’s claims are supported with the evidence. In formulating claims about the Adult Learners a program could simply state:
   1. Our Adult Learners know the Montessori Level that they will teach
   2. Our Adult Learners have successfully completed the practicum for the Montessori Level that they will teach
   3. Our Adult Learners teach in a caring manner
   4. Our Adult Learners know how to learn

Adult Learner Assessment and Evaluation
The assessment and evaluation process used by the program should reflect and support the claims made by the program. All Adult Learner files containing completed evaluation forms must be made available to the On-Site Verification Team for verification. [Rev. 11/13]

The program adequately evaluates and reviews individual Adult Learners for certification and documents that each Adult Learner possesses the MACTE competencies for Montessori teacher education. (List of the competencies can be found in Section D of this document) The process of continuing and final evaluation of each candidate assures that:
   1. Fair and objective consideration is given to each candidate;
   2. Certification is recommended or granted only after each candidate has achieved the Montessori teacher competencies and has successfully completed all program requirements.
Description of Course Components
The program defines its educational task with a clearly written syllabus for each course component of each certification program, which includes all of the following:

1. Title of course component and number (if applicable);
2. Instructor(s);
3. Academic clock hours;
4. Competencies to be achieved (designated with numbering used in Section D of this handbook);
5. Outline of content and learning experiences;
6. Assignments, evaluation requirements, and/or performance assessments;
7. Objectives, other than MACTE competencies (numbered);
8. Required textbooks/readings

2.1 Include the syllabus for each course component. Number the objectives for ease of reference. Objectives should relate directly to the competencies and to evaluation. Include sufficient information to show support of the objectives, competencies and what assessment tools that are used to evaluate each component.

2.2 Include your affiliate organization’s definition of “core curriculum” as well as the course components that fall under this definition. [Rev.05/14]

2.3 Include a description of the process and assessments used to evaluate Adult Learner progress throughout the academic phase. Provide a clear rationale for each assessment being used.

2.4 Complete and include Table 2.1. Include in Table 2.1 the sources of evidence that the program relies on to determine that the Adult Learners meet the qualifications for a Montessori credential. You will need to provide data on a minimum of two cohorts that have completed your program in the last seven (7) years.

If you are applying for Initial Accreditation you will need to provide the sources of evidence in Table 2.1 but do not need to fill in data.

2.5 Include sample copies of all forms used for evaluation of academic work.

Supervised Teaching
1. The program documents that practicum sites and personnel meet its stated standards.
2. The program provides an annual listing of sites, supervising teachers, and field supervisors
3. The program provides verification of a minimum of three (3) on-site visits and performance evaluations of student teachers during the certification course cycle.
4. The program has documented evidence of monthly contact (via email, telephone, etc.) beyond three on-site visits with student teachers.
5. The supervising teacher (who may also have the title “cooperating teacher”, and who is employed by a children’s school) must be in her/his second year of teaching after completion of the Montessori credential.
6. Provide evidence of additional support for those Adult Learners working in a self-directed practicum.
7. The On-Site Verification Team will visit at least two (2) practicum sites. [Rev.09/13]

2.6 Complete and include Table 2.2 Practicum Sites.

2.7 Include the standards for practicum sites and for supervising teachers. Include a written narrative of how these practicum sites are monitored.

2.8 Include a written narrative of the method(s) by which student teachers are observed and evaluated.

2.9 For programs with self-directed practicum models include evidence that additional support is given to the Adult Learners.

2.10 Include all sample evaluation forms used for student teacher observation and evaluation.

2.11 Include a sample copy of the form used to verify the required number of visits, length of visit and name of field supervisor conducting the observation.

2.12 Include a description of the way in which Adult Learners are informed of their performance and results of evaluations with regard to the practicum phase of the program [Rev.05/14]

**Outcomes Assessment:** The program utilizes a well-defined and ongoing system for evaluating program outcomes and success with respect to its mission (which may include different standards for different programs, as established by the program), and the competencies listed in Section D. The program incorporates the results into documented plans for program improvement.

2.13 Programs applying for Renewal of Accreditation include the number of Adult Learners that were accepted into the program and the number that completed and graduated for the last two cohorts. Please provide this information in chart form. [Rev.05/14]

2.14 Programs applying for Initial Accreditation include a plan for assessing Adult Learner outcomes, a rationale for their assessments, and state how information gathered is to be used for program improvement, as referenced above. Actual results are to be included in the Annual Report submitted each year of operation for initially accredited programs. These assessments must include: survey of graduates, employer evaluations of graduates, and placement rates. [Rev.09/13] [Rev.05/14]

Programs applying for Renewal of Accreditation include a detailed narrative focusing on how the program has used the outcome assessment system for program improvement. Include four years of cumulative data. These assessments must include: survey of graduates, employer evaluations of graduates, and placement rates. [Rev.09/13] [Rev.05/14]

2.15 In narrative form include a description detailing how your program distributes and collects data with regard to the outcomes assessments listed above. Please include sample copies of the forms used.
Section 3: Quality Principle II: Faculty Learning and Inquiry

Faculty Members are qualified for their respective roles and responsible for instruction and curriculum development.

3.1 Faculty and Staff Files: The program must maintain documentation on file for all administrative and instructional staff. Provide the following documents for all administrative and instructional staff:

a. Vita
b. Transcripts for highest degree earned
c. Copies of all teaching certificate/credentials
d. Examples from employment experience/portfolio (evidence of competence in teaching, educational administration, and curriculum development such as evaluations, letters of recommendation, projects developed or curricula designed).
e. Records of current professional development hours within the last three years
f. Background checks, per state or local governmental requirements
g. Faculty and Staff Contracts/Agreements

Program Director:

The program director is responsible for providing continuity and coordination of all program activities. The program is directed by an individual or individuals trained and experienced in the field, with the following qualifications:

1. If the teacher education program is within the U.S.: at a minimum, a Bachelor’s degree. If the degree is from a non-U.S. regionally accredited College or University, a transcript must be submitted to a U.S. credentialing agency (e.g., a credentialing agency that is a member of the National Association of Credential Evaluation Services (NACES) www.naces.org) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a Bachelor’s degree or higher in the U.S., this requirement has been met. In addition, there must be evidence of continuing professional growth, for the last three years. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent;

2. Montessori certification at the level of instruction and three years of experience teaching in a Montessori classroom with children, after receipt of Montessori credential, at the level of instruction. If the director does not hold a credential at the course level being offered a Level Coordinator must be assigned. Qualifications for a Level Coordinator are the same as a director;

3. Evidence of competence in teaching adults, educational administration, and curriculum development (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation or curricula designed);

4. Interim Directors must possess these same qualifications.
3.2 Include a resume and describe the assigned responsibilities of the program director, specifically how the hours are divided between responsibilities.

3.3 Describe your plan for supervision during the absence of the director for thirty (30) days or longer.

**On-Site Verification Documentation Requirements**

3.4 Provide all the documents listed in criteria 3.1 for the potential replacement director.

**Instructors/Field Consultants must have the following qualifications:**

1. If the teacher education program is within the U.S., at a minimum, a Bachelor’s degree from a regionally accredited U.S. college/university or its equivalent. If the degree is from a non-U.S. regionally accredited College or University, a transcript must be submitted to a U.S. credentialing agency (e.g., a credentialing agency that is a member of the National Association of Credential Evaluation Services (NACES) [www.naces.org](http://www.naces.org)) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a Bachelor’s degree or higher in the U.S., this requirement has been met. In addition, there must be evidence of continuing professional growth, for the last three years. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent;

2. Evidence of continuing professional growth within the last three years (required both with the U.S. and internationally);

3. Montessori teaching experience of three years with children at the age level of instruction, following the receipt of teaching credential;

4. Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori Schools, participation in mentorships);

5. Teaching only Montessori Philosophy, a Montessori certificate at any level is acceptable;

6. For Montessori core curriculum*, a Montessori certificate for the age level at which the individual is teaching. *Core curriculum is defined by each organization for its affiliate programs as defined by an independent institution with the source cited;

7. A Montessori credential for the age level of supervision;

8. For Infant and Toddler and Early Childhood instructors and field consultants only, a professional portfolio may be submitted if the instructor or field consultant does not have a Bachelor’s Degree. Criteria for the portfolio are found below.

**Professional Portfolio Requirements:**
Infant and Toddler and Early Childhood teacher education program instructors and field consultants who do not hold a Bachelor’s degree may use the Professional Portfolio. Years of service will be taken into consideration in reviewing the Portfolio. The Professional Portfolio is to be submitted with the Self-Study for Initial and Renewal of accreditation and affiliation to both MACTE and the Montessori organization with which you are seeking affiliation. A collaborative group from both MACTE and the Montessori Affiliating organization will review the Portfolio(s). A rubric will be used to review the Portfolio.

Professional Portfolio Criteria:
1. Present your philosophy of education.
2. Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
3. Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
4. Provide the following evidence:
   - Current resume that includes formal education/training
   - Certificates/licenses
   - Affiliations/memberships
   - Professional development
   - Community service
   - Awards and honors
   - Three letters of support/recommendation (1 from a peer professional, 1 from an Adult Learner and 1 other)
   - Employment history

Guest Lecturers must be recognized experts in the area of instruction and must provide evidence of their expertise by submitting:
1. Resume/Vitae
2. Two letters of professional reference

Please include Guest Lecturer documentation within the Self-Study in a separate folder or tab labeled Guest Lecturer. [Rev.05/14] A Guest Lecturer has a maximum of 50 percent of instructor responsibilities for any given course component. The program director is responsible for ensuring the content of the Guest Lecturer’s presentation is aligned with the MACTE Competencies.

On-Site Verification Documentation Requirements
3.5 Provide evidence of the faculty professional development outlined in Table 3.2.

3.6 Provide a resume/vita and two letters of professional reference for Guest Lecturers. [Rev.11/13]

Teaching Responsibilities: Teaching hours and Adult Learner/instructor ratio should show adequate time for supervision and high quality instruction.

Professional Development: The faculty participates in ongoing development, implementation and evaluation of curriculum objectives, plans and in the provision of appropriate learning environment.

3.7 Complete and include Table 3.1 & Table 3.2.
3.8 For an Instructor without a Bachelor’s Degree, include a Professional Portfolio in a separate folder or tab within the *Self-Study*.

**Faculty Evaluation:** An ongoing evaluation of Program faculty is implemented and documented in order to evaluate and improve upon the faculty effectiveness.

3.9 Include a description of the program’s process for the evaluation of faculty by Adult Learners and administration. Include sample copies of all evaluation forms/methods used.

3.10 Include a description addressing how the evaluation of faculty by Adult Learners and administration is used for program improvement.

**On-Site Verification Documentation Requirements**

3.11 Verify completed evaluation forms.

**Section 4: Quality Principle III: Program Capacity**

4.1 Include name(s) and address(es) of proprietor/corporate officers.

4.2 Include a description of the legal organization and governing structure (sole proprietorship, corporation, non-profit).

**Government Requirements:** The Program complies with all program, local and state laws and regulations governing it.

4.3 Include letters of authorization from a governmental licensing agency

- **Within the U.S.:** if the institution is non-collegiate and state authorization is not required, provide official written verification of exemption from state authorization or from the state’s post-secondary licensing agency. This letter of exemption must be current (issued within the last five (5) years). An expired authorization will necessitate submission of a copy of the current written request for authorization.

  In the event that an accredited program begins to operate in a state outside of the state of its permanent location and that state does not require licensure/approval and will not provide a letter exempting the institution from licensure/approval, then an affidavit executed by the director so stating will suffice to satisfy the intent of Criterion.

- **International:** if there is no local, regional or governmental agency to give verification of compliance or an exemption, the institution must provide letters of explanation from one of three sources (e.g., post-secondary institutions, legal or other authoritative sources) from within the country in which it operates.

4.4 All programs: Include applicable state or local governmental requirements regarding background checks for administrative and instructional personnel. If no such requirements exist, provide a statement to this effect.

**The program is financially responsible for its certification course(s) in the area of:**
1. **Planning:** the teacher education program has determined essential program and faculty needs for immediate and long range budget planning and management.

2. **Management:** the program budget shows a distribution of funds appropriate for achievement of the stated objectives in the curriculum.

3. **Commitment and Capacity:** in order to ensure that obligations to enrolled Adult Learners will be met, the program provides documents demonstrating its financial viability and responsibility for its certification course.

4.5 Include a copy of the policies or a narrative statement defining the role and responsibilities of the director, other administrative officials and faculty members in budget planning and management.

4.6 Include documentation to demonstrate financial viability in the case of institution default. Describe any debts, dependence on grant money, and contingency plan for action to be taken upon loss of funding from sources other than tuition. Funds need to be maintained in an account to guarantee adequate funds to cover the cost of Adult Learner tuition on a pro-rated basis in case the program defaults. Calculation is based on number of Adult Learners times (x) tuition times (x)% of the time remaining in the program cycle.

4.7 Include a projected budget or balance sheet, listing income expenses for the entire program. If the program is in its first year of operation, provide documents with projected figures.

**On-Site Verification Documentation Requirements**

4.8 The On-Site Team (OSVT) will verify the supporting financial documents during the visit. No original bank statements or original financial documents need to be sent or included in the Self-Study.

**Governance:** Organization of personnel within the program.

4.9 Include an organizational chart of the program, which indicates the placement of all personnel within the certification course. If the program is contained within a larger or umbrella organization complete an organizational chart demonstrating this relationship. Please include addresses and contact information for all positions above the director.

**Contracts:** The program maintains effective job descriptions and written agreements with personnel and other programs that participate in the preparation of its candidates.

4.10 Include job descriptions of all personnel mentioned within the program’s organizational chart pertaining only to the certification course. (Job descriptions that must be included are instructor, field consultant, practicum coordinator and guest lecturer)

4.11 Include sample copies of agreements/contracts between the program and:
   a. Faculty – these may include faculty roles in planning, budgeting and evaluation, the number of hours dedicated to the previously mentioned tasks and rights and arbitration procedures.
   b. Practicum sites – these may include statements of responsibility of the program site.
   c. Other institutions or individuals involved in the program.

4.12 Include where and by whom permanent records are maintained.
4.13 Include the applicable privacy policy that the program is required to meet, as determined by state, regional or provincial law.

4.14 Include a sample Adult Learner permanent record for the entire certification course. This is similar to a transcript and should be no more than one to two pages in length. [Rev. 12/14]

Environment: Facilities for instructional, administrative and supportive activities are adequate and available as required by the program.

4.15 Include a description of the physical facilities used for classrooms. If any part of the course is delivered via distance education, a description of the format and platform being used must be described.

4.16 Include a list of available materials specified in the syllabus for each curriculum area, stating quantity and quality of each material listed. Please include your affiliation’s checklist of materials and indicate new materials to be acquired.

**On-Site Verification Documentation Requirements**

4.17 Verify the physical facilities used for classes, practicum, office and storage. Include number and use of rooms, schedule of use for each room and responsibility for maintenance of environment.

4.18 Provide a copy of the rent/lease agreement (if applicable). This is required for programs that do not own their facility.

4.19 Provide a copy of rent/lease agreement for materials and equipment for materials and equipment (if applicable). This is required for programs/organizations, which do not own the materials of equipment.

4.20 Verify materials available within the classroom as indicated in the Self-Study.

If authorized under Title IV of the U.S. Higher Education Act, the program complies with its responsibilities as outlined by this act. Programs considering application to, or withdrawal from, Title IV are required to contact the MACTE office prior to initiating such application or withdrawal.

1. Default Rates: The program’s default rates in its Title IV Adult Learner loan programs are below the thresholds established by the U.S. Department of Education (USDE) for follow up actions.
2. Financial/Compliance Audits: The Program’s financial and compliance audits indicate no areas of significant noncompliance with the USDE requirements.
3. Fines/Liabilities: The program has not been assessed any fines are liabilities by the USDE.

4.21 Include the date on which Title IV authorization was initially granted by the USDE, and the current term of authorization.

4.22 Include annual default rates for the past five (5) years.

**On-Site Verification Documentation Requirements**

4.23 Provide a copy of results of the most recent financial or compliance audit.
Appendix A: Adult Learner Handbook(s), Website or Program Publication

All information required to be published for Adult Learners will be verified in Appendix A. In the Self-Study Checklist please include the page number where this information can be found in the Adult Learner Handbook(s) or the URL from your website. This information is not optional. Elements required in the Adult Learner Handbook represent pieces of each Quality Principle.

Certification Course Identity: Characteristics of the certification program(s) are clearly stated.

A.1. State the certification course level (I&T, EC, etc.).

A.2. Include a brief description of the certification course level.

A.3. Include the length of one cycle and the beginning and ending dates for the completion of each certification course level.

A.4. State the educational level (e.g., graduate, undergraduate) of the certification program; units of credits (if offered); degrees (if offered) and/or any other certifications issued.

Description of Certification Course Level: For each certification course level offered, the description of content is clear, with faculty to Adult Learner ratios, a published academic schedule, educational goals and objectives, competencies, and performance and completion standards.

A.5. Complete Table 5.1 Academic Schedules and include in the Adult Learner Handbook. [Rev. 07/14] Sample Table 5.1 is located in the Self-Study Checklist document.

A.6. Include candidate to instructor ratios.

A.7. Include descriptions of content, competencies and any other objectives for each course component.

A.8. Include descriptions of expected performance and standards for completion.

A.9. Include the program’s policy for entry into the practicum student teaching experience.

A.10. Include the program’s policy for extensions beyond the scheduled certification course cycle and how they are granted.

Admission Requirements and Selection Procedures: Admission criteria are clearly defined, consistent with the levels of certification granted, comply with applicable laws, and are published.

A.11. Include a description of selection procedures (e.g., interview, testing, candidate acceptance decision).

A.12. For each certification course level offered include a description of admission criteria and procedures consistent with the level of certification.
Transfer of Credit: The program must publish a transfer of credit policy. The policy must include a statement of the program’s criteria regarding the transfer of credit earned at another program, and must describe the program’s process for assessing prior learning and incorporating Adult Learners into the appropriate portion(s) of the certification course.

A.13. Include the transfer of credit policy.

On-Site Verification Documentation Requirements

A.14. Provide evidence that the policies and processes included in program publications are followed.

A.15. Include a list of programs with which articulation agreements are established.

Adult Learner Support Services: The program either provides or maintains resources for referral to meet Adult Learner needs, including academic advising, non-academic advising, and health care.

A.16. Describe Adult Learner services provided by the program. For services not directly provided indicate how resources for referral are made available to Adult Learners in need of academic advising, non-academic counseling and health care.

Career Information and Opportunities: Published materials and recruiting personnel make only justifiable and provable claims regarding the nature of the coursework, occupational placement, advancement, salaries, and other benefits relevant to Montessori teaching and applicable career fields.

A.17. Include information regarding placement services (if applicable). [Rev.4/15]

A.18. Include where it is stated that employment, salary and occupational advancement are not guaranteed.

Financial Information: All Adult Learner fees and expenses are published, included and identified; refund policies are fair and comply with applicable laws. Policies regarding payment schedules and financial aid are clearly published.

A.19. Include policy statements concerning tuition costs, payment schedule, refund policy, non-refundable fees, certification fees, costs for book, supplies, housing (if available through program), fees for enrollment extended beyond the period normally covered by tuition, and any other fees or costs associated with the certification course, especially if there are expectations of the Adult Learner to attend seminars or sessions outside of the cost of the certification course.

A.20. State fees for optional units or credits available through another program (if applicable).

A.21. Include information concerning financial aid (if applicable).

A.22. Include information regarding recognition of the teaching credential of a MACTE accredited program by the State in which the program is being offered (if applicable).

Code of Ethics: The program supports a commitment to integrity and ethical practices on the part of all participants.
A.23. Include the policy concerning commitment to principles of integrity, ethical practices and equitable treatment in the relationship of Adult Learners and faculty to the program, with date of last revision.

**Attendance Policies:** Attendance and absences are recorded, and the number of clock hours missed indicated; minimum attendance levels are defined for both academic and practicum experiences; policies for make-up work are published, and have a direct relationship to content missed.

A.24. Include a description of the system used for recording absences, in clock hours.

A.25. Include the minimum attendance level policy (no lower than 90% of total clock hours).

A.26. Include the policy regarding provisions for satisfying requirements not met due to absence and for their direct relationship to content of experience missed.

A.27. For programs offering distance education course components: include the policy to ensure that the Adult Learner who registers in a distance education course is the same Adult Learners who participates in, and completes the course and receives the academic credit. Programs are required to verify the identity of an Adult Learner who participates in a class or coursework by using at the option of the program, methods such as secure logins and pass codes, proctored examinations, and other technologies and practices that are effective in verifying Adult Learner’s identity. Programs must use processes that protect Adult Learner privacy and must notify Adult Learners of any projected additional Adult Learner changes associated with verification of Adult Learner identity at the time registration or enrollment.

**Continuation, Dismissal and Withdrawal of Adult Learners and Cancellation of Certification Course:** The policies and procedures clearly define all conditions, terms, and processes, including time frame for settlement in the event of refund.

A.28. Include the policies and procedures for dismissal. Refund settlement time must be included.

A.29. Include the policies and procedures for withdrawal. Refund settlement time must be included.

A.30. Include the policies and procedures for cancellation of the course by the program. Refund settlement time must be included.

A.31. Include the policies and procedures for continuation. In the case of extenuating circumstances a program may offer an Adult Learner up to three years to finish the practicum phase after completion of the Academic Phase.

**Clock Hours and Grading:** Systems are clearly defined and published.

A.32. Include information concerning clock hours.

A.33. Include information concerning the grading system.
**Nondiscrimination:** The program ensures the policies and procedures relating to Adult Learner selection and retention, and to personnel practices, are based on appropriate and equitable criteria and conform to applicable law and nondiscriminatory policies.

**A.34.** Include the policy of nondiscrimination.

**Grievance:** Procedures and policies are equitable, comprehensible, and offer timely resolution. The published policy of the accredited program includes the name, telephone number, and address of the MACTE Office.

**A.35.** Include the grievance procedures for Adult Learners. For accredited programs only, this document must include the name, address, and telephone number of the MACTE Office.

**A.36.** Include the page signed by the Adult Learner to acknowledge receipt of Adult Learner Handbook. [Rev. 07/14]
Each Affiliation is welcome to submit their additional requirements in Appendix B

Appendix B: Affiliate Requirements for AMS Programs

For the *AMS Handbook for Teacher Education Affiliation*, AMS Affiliation Application Cover Sheet, Additional Forms required in the AMS requirements, and AMS Fees contact the AMS Office of Teacher Education.

Identify the page numbers within the MACTE Self-Study where the documentation requested by AMS may be found. The MACTE reference has been provided where appropriate.

For AMS documentation requirements that are not found in the MACTE Self-Study (B.1, B.2, B.3, B.12, B.14, B.15, B.16), add to Appendix B.

B.1. For programs providing distance education, complete the AMS Questionnaire for Course Delivery.

B.2. If the program is held in a school for children or sponsored by a school for children, the school is a member or AMS/MSAC accredited school. Provide a copy of membership certificate or letter stating AMS school membership.

B.3. Summarize the curriculum sequence with course component title/subject, number of contact hours with: method of delivery, specific dates (including all delivery methods), names of instructors, and catalogue-length description of content. Use AMS Curriculum Sequence Summary Chart; be certain to carefully complete final row: “Total academic contact hours” NOTE: The contact hours for each course component and the total course contact hours must match within documentation requirements.

B.4. The syllabus is prepared using AMS Guidelines for course components for each course level. Identify the pages where the syllabus may be found. Insert in MACTE 2.1.

B.5. Provide a copy of the published documentation that clearly states the standards for practicum sites and for supervising teachers in accordance with AMS Guidelines and describe how these are monitored. Insert in MACTE 2.7.

B.6. Provide a written narrative, which summarized how Adult Learners are observed and evaluated. Include a description of the assessment of outcomes to assure the Adult Learners are meeting appropriate competencies. Provide appropriate documentation to support the narrative. Identify the page numbers where this documentation can be found. Insert in MACTE 2.8.

B.7. The Program Director, Instructors, and Field Consultants of the program meet AMS qualifications including being AMS members. In MACTE Table 3.1 add the AMS member number and expiration dates for each staff person in the chart. At the bottom of the Table, add a row for “Total Academic Contact Hours” for the course. Insert in MACTE 3.7.

B.8. Provide a copy of the Program’s Organizational Chart that indicates a Practicum Supervisor/Coordinator. The chart must include all positions in the organization; include names and contact information for those positions above the TEP Director. Insert in MACTE 4.9.
B.9. Provide a copy of the job description for the Practicum/Supervisor/Coordinator. **Insert in MACTE 4.10**

B.10. Provide a copy of the Practicum Site Agreement, which contains required AMS information. Signed copies of the practicum agreements for current practicum sites must be on file for review during the On-Site Verification Visit. **Insert in MACTE 4.11.**

B.11. The program has the recommended materials for the level(s) offered.

B.12. Insert a copy of the completed *AMS Adult Learner Policy Handbook Checklist; your Adult Learner Handbook* should include a table of contents that identifies where policies may be found. If the policy is not found in the *Adult Learner Handbook*, please identify where the policy is located (Catalogue, Practicum Handbook, etc.) [Rev.12/14]  

B.13. Provide a copy of the published documentation that clearly defines the program’s admission/credentialing criteria for full, associate and non-U.S. applicants consistent with the course level requirements and AMS Policy. (Suggested documentation – brochure, catalogue and/or pages from Adult Learner Handbook). **Insert in MACTE A.12.**

B.14. Include the program’s statement to Associate credential holders in keeping with AMS policy in the Adult Learner Handbook. Provide a sample of the statement each Associate candidate must sign prior to beginning course of study.

B.15. Provide a copy of the program’s “Certificate of Attendance” in keeping with AMS policy. If no program certificate will be provided to the Adult Learner upon completion, indicate NA in the page number box.

B.16. Provide a copy of the program’s “Transcript” in keeping with AMS policy. If no transcript will be provided to the Adult Learner upon completion, indicate NA in the page number box.

B.17. Include the program’s policy on continuing professional development for maintaining an active AMS credential in keeping with AMS policy in the Adult Learner Handbook.

B.18. Include a transfer policy in keeping with AMS Guidelines in the Adult Learner Handbook. **Insert in MACTE A.13.**

B.19. Include the AMS address in the program’s grievance policy. **Insert in MACTE A.35.** Programs renewing AMS affiliation should include the AMS address in the Grievance policy. Programs applying for Initial AMS affiliation should add the AMS address to the Grievance policy upon awarding of AMS full affiliate status and provide a copy of the policy to the Office of Teacher Education before receiving the AMS full affiliate certificate.

B.20. Educational Activities Folder: If the Program is involved in additional educational activities, such as continuing professional development, these activities are clearly outlined and do not interfere with the training. Please provide a narrative that explains professional development if offered. [Rev.12/14]  

If this is not applicable to your program please put N/A in the Self-Study Checklist next to B.20
## SECTION D: COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

<table>
<thead>
<tr>
<th>Categories of competency:</th>
<th>As relates to each level the candidate for certification understands:</th>
<th>Suggested Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Knowledge</strong></td>
<td></td>
<td>Written and oral assignments and examination results</td>
</tr>
<tr>
<td>1a. Montessori Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Human growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Subject matter for each Course Level* not to exclude:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cosmic education</td>
<td></td>
<td></td>
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<tr>
<td>• Peace education</td>
<td></td>
<td></td>
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<tr>
<td>• Practical life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fine and gross motor skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d. Community resources for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Pedagogy</strong></td>
<td>Understands:</td>
<td>Written and oral assignments, examinations and demonstrations</td>
</tr>
<tr>
<td>2a. Correct use of Montessori materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Scope and sequence of curriculum (spiral curriculum)</td>
<td></td>
<td></td>
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<tr>
<td>2c. The prepared environment</td>
<td></td>
<td></td>
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<tr>
<td>2d. Parent/teacher/ family/community partnership</td>
<td></td>
<td></td>
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<tr>
<td>2e. The purpose and methods of observation</td>
<td></td>
<td></td>
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<tr>
<td>2f. Planning for instruction</td>
<td></td>
<td></td>
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<tr>
<td>2g. Assessment &amp; documentation</td>
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<tr>
<td>2h. Reflective practice</td>
<td></td>
<td></td>
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<tr>
<td>2i. Support and intervention for learning differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2j. Culturally responsive methods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **III. Teaching with Grace and Courtesy** | As relates to each level the candidate for certification demonstrates and implements with children/adolescents: | 1. Employer, field consultant, supervising teacher observation and evaluation  
2. Children’s learning and progress  
3. Post-graduate professional performance |

<table>
<thead>
<tr>
<th>3a. Classroom leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Authentic assessment</td>
</tr>
<tr>
<td>3c. The Montessori philosophy and methods (materials)</td>
</tr>
<tr>
<td>3d. Parent/teacher/family partnership</td>
</tr>
<tr>
<td>3e. Professional responsibilities</td>
</tr>
<tr>
<td>3f. Innovation and flexibility</td>
</tr>
</tbody>
</table>

**Definition of LEVEL:**

- **Infant Toddler (IT)** = Birth to three years of age
- **Early Childhood (EC)** = Three to six years of age
- **Elementary I** = Six years to nine years of age
- **Elementary II** = Nine years to twelve years of age
- **Secondary I** = Twelve years to fifteen years of age
- **Secondary II** = Fifteen years to nineteen years of age

*Targeted Subject Matter areas by instructional level to include, but not limited:*

- **Infant Toddler:** sensory and motor experiences, language experiences, positive social experiences, self-care, art and music.
- **Early Childhood:** practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music and arts education.
- **Elementary:** language arts, mathematics, sciences, social studies, arts education, health and physical education, history, geography, biological sciences, physical sciences and music.
- **Secondary:** mathematics, language arts, economic experiences, mathematics, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readings.

1c. Subject matter for each Course Level* to include but not limited to: cosmic education, peace education, practical life, the arts, and fine and gross motor skills.

Review your affiliates requirements.
SECTION E: ADDITIONAL INFORMATION

E.1. Accreditation Status

The following policies govern references to MACTE accreditation in all published materials. Advertisements may be submitted to the MACTE Office for review prior to publication to ensure that they comply with MACTE policies. [REV. 07/14]

1. **Applicants Status:** The Montessori Teacher Education Program (TEP) submits their intent for Initial Accreditation by sending in their application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the MACTE office. Once approved, MACTE will notify the program they may advertise as an “Applicant in Good Standing with the Montessori Accreditation Council for Teacher Education.”

   Advertisement by the TEP as an “Applicant in Good Standing with the Montessori Accreditation Council for Teacher Education” status must contain the following disclaimer:

   “Applicant in Good Standing status in no way determines the outcome of the accreditation decision by MACTE.”

   The MACTE office will monitor the TEP’s writing progress to ensure a timely submission of the Self-Study within two years of the application. If the Self-study has not been submitted within the two-year time frame MACTE reserves the right to withdraw the applicant’s application.

2. **Candidate Status:** The TEP submits their Self-Study for review by the MACTE reader. Once the MACTE reader has reviewed and approved the Self-Study, the MACTE office will move forward with scheduling the On-Site Verification Visit. After the TEP has received approval to schedule the On-Site Verification Visit, the TEP may advertise as a “Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education.”

   Advertisement by the TEP as a “Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education” status must contain the following disclaimer:

   “Candidate in Good Standing status in no way determines the outcome of the accreditation decisions by MACTE.”

   Once the On-Site Verification Visit has taken place and the report and final documentation has been sent to the MACTE office, the MACTE Board of Directors, which is recognized by the USDE as the accrediting body, will schedule the accreditation deliberation of the case.

3. **Accredited Status:** The MACTE Board deliberates the TEP’s case for accreditation. The Board will determine and make a decision with regard to the accreditation status. Upon notification of the accreditation by the MACTE Board of Directors a TEP may advertise their accreditation status.

4. **Accredited Programs petitioning for Substantive Change:** The TEP submits their intent for an additional location or branch campus by sending in their completed application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the
MACTE office. Once approved, MACTE will notify the program they may advertise as the following, “(Name of institution/program is an Applicant in Good Standing for its (level and name of additional location or branch campus) with the Montessori Accreditation Council for Teacher Education.”

Advertisement by the TEP as an “Applicant in Good Standing” status must contain the following disclaimer:

“Applicant in Good Standing status in no way determines the outcome of the accreditation decisions by MACTE.”

After the TEP has received approval to schedule the On-Site Verification Visit, the TEP may advertise as the following, “(Name of institution/program) is a Candidate in Good Standing for its (level and name of additional location or branch campus) with the Montessori Accreditation Council for Teacher Education”.

Advertisement by the TEP as “Candidate in Good Standing” must contain the following disclaimer:

“Candidate in Good Standing in no way determines the outcome of the accreditation decision by MACTE.”

All published references to MACTE accreditation must include the name, address, and telephone number of the MACTE Office. Websites must include the MACTE URL (www.MACTE.org). In the event that an institution releases incorrect or misleading information about its accreditation status, the contents of on-site reports, and/or the agency’s accrediting actions with respect to it, MACTE requires the director to make public correction within a 30-day calendar period of obtaining evidence of such erroneous release of information. Failure to comply results in the imposition of penalties, ranging from probation to revocation of accreditation.

If applications are submitted for multiple levels (e.g., EC and EI-II), materials for each level must be presented as separate Applications and Self-Studies. However, if an institution offers both Elementary I and Elementary I-II certification courses, or both Secondary I and Secondary I-II certification courses, separate Self-Studies are NOT required.

**Immediate Notification:** Changes in the following information about an institution must be reported immediately, but no later than thirty (30) calendar days after the change occurs:

- Name or address of the institution
- Mailing or office address (as opposed to the instructional location)
- Phone or fax number
- E-mail or website address

**Accreditation Status Definitions:**

1. Initial Accreditation seven (7) years with the submission of an Interim Report in the third year
2. Renewal of Accreditation seven (7) years
1. Full Accreditation
FULL ACCREDITATION status, for initial or continuing accreditation, is awarded upon determination that the institution demonstrates substantial compliance with the Quality Principles and Criteria (See definition in Glossary). This status is published on the MACTE website.

2. Accreditation with Stipulations/Probation
ACCREDITATION WITH STIPULATIONS/PROBATION status signifies that the MACTE Board has identified critical deficiencies that must be addressed by an accredited institution prior to the restoration of Full Accreditation status. Institutions are required to submit written evidence of the action taken to bring the certification course(s) into compliance by correcting those deficiencies within a time frame that does not exceed the following:

- Twelve (12) months, if the certification course is less than one (1) year in length;
- Eighteen (18) months, if the certification course is at least one (1) year, but less than two (2) years in length; or
- Two (2) years, if the certification course is at least two (2) year in length.

If, in the judgment of the Board, sufficient progress is not being made toward compliance, or significant questions are raised by any progress report required, a focused On-Site Verification Team (OSVT) visit might be scheduled, at the institution’s expense, prior to taking further action regarding the accreditation status.

A change to Accreditation with Stipulation/Probation status may be recommended upon receipt of a negative OSVT report. If the evidence is in dispute, the Board will hold a hearing; however, the Board may grant this status whether or not the evidence is in dispute.

Full Accreditation status may be restored by the Board, upon receipt of written evidence, in the form of a progress report, that the critical deficiencies have been corrected within the timeline stipulated in (1.) above. If the critical deficiencies are not corrected within the stipulated time line, continuing accreditation is revoked unless the period for achieving compliance is extended for good cause.

Upon receipt of the notice of Accreditation with Stipulations/Probation, the institution is required to notify all enrolled Adult Learners and those seeking admission concerning its Accreditation with Stipulations/Probation status and to post it on its website. This information is also published on the MACTE website.

3. Denial of Accreditation
DENIAL OF ACCREDITATION is an adverse action restricted to institutions applying for Initial Accreditation. This action is taken when the Application/Self-Study and/or the OSVT Report indicate that the institution does not demonstrate substantial compliance (see definition in Glossary) with MACTE Quality Principles and Criteria, and provides little or no evidence that these deficiencies can be readily corrected.

Notification of Denial of Accreditation is sent to the administrative officials of the institution. They are provided with a written statement of each characteristic, which is judged to be in noncompliance with a Quality Principles and Criteria and are informed of appropriate appeal procedures.

The institution is required to agree to submit any dispute involving Denial of Accreditation to initial arbitration prior to taking any other legal action.
The institution is required to notify all enrolled Adult Learners and those seeking admission that accreditation has been denied. This information is also posted on the MACTE website.

The institution may appeal the Board decision, in writing, through the established mechanism or it may reapply for Initial Accreditation at a later date.

If an institution does not gain accreditation in its first attempt, but presents evidence of capacity and willingness to correct deficiencies, it may be considered a second time. Procedures for the second evaluation are identical to those of the first. If the institution does not gain accreditation during its second attempt, it may not apply again until three (3) years following the second failure to achieve accredited status.

4. Revocation of Accreditation
Accreditation may be revoked by action of the MACTE Board or as the result of an institution becoming inoperative. The institution is required to agree to submit any dispute involving Revocation of Accreditation to initial arbitration prior to any legal action.

Revocation by Action of the MACTE Board
If the Board has acquired documented evidence that an institution holding Full Accreditation status no longer substantially complies with the Quality Principles and Criteria, one of the following actions may be taken:

• A program may receive a change of status to Accreditation with Stipulations/probation
• An On-Site Verification Visit may be scheduled and conducted at the expense of the program by one (1) or more verifiers assigned by MACTE. The program and the MACTE Office may negotiate the number of verifiers and the program has the right to request more than one (1) verifier.
• Revocation of Accreditation is the final action taken when it has been determined that all other possibilities have been exhausted and no other alternative is feasible.
• Notification of Revocation of Accreditation is sent to the administrative officials of the program. They are provided with a written statement of each characteristic judged to be in noncompliance with the Quality Principles or Criterion and are informed of appeal procedures.
• The program is required to notify all enrolled Adult Learners and those seeking admission that accreditation has been revoked and to post this information on its website. This status is also published on the MACTE website.
• The program may appeal the Board’s decision, in writing, through the established mechanism, or it may apply for Initial Accreditation at a later date. However, if the program has an outstanding balance at the time accreditation is revoked, the balance plus interest (computed at the IRS rate) must be paid in full before the institution is eligible to reapply.
• Adult Learners enrolled in an institution at the time of Revocation of Accreditation and whose names are submitted to MACTE, are permitted to complete their certification course on its established schedule and are considered to be graduates of an accredited institution.
• Revocation by a program becoming inoperative.
• Accredited programs that are inoperative are required to submit Annual Reports to the MACTE Office and to pay all accreditation-related fees and charges.
• Accredited status is revoked (or may be withdrawn, if the institution is in good standing after a program is inoperative for two (2) consecutive certification course cycles.
• In any case of Revocation of Accreditation, please see Teach Out Agreements.

5. Voluntary Withdrawal from Full Accreditation
A program in good standing with MACTE (see definition in Glossary) may submit a written request at any time for withdrawal of accredited status. If the institution is determined to be in good standing with MACTE, it is advised that, as requested, its name has been removed from the list of accredited institutions and that any request for reactivation will be treated as a new application. The program is required to notify all enrolled Adult Learners and those seeking admission that accreditation has been withdrawn. Adult Learners enrolled in the program at the time of withdrawal of accreditation, and whose names are submitted to MACTE, are permitted to complete their certification course on its established schedule and are considered graduates of an accredited institution. Programs with adult learners in their academic or practicum phase may not withdraw until at least 70% of all adult learners have either completed the program and are eligible for a credential, or have withdrawn or transferred to another program. Documented evidence of each Adult Learner’s withdrawal or transfer must be available. This requirement applies to programs intending to withdraw entire certification course levels and/or additional locations. [Rev. 12/14]

A program that is not in good standing with MACTE will have its accreditation revoked. Please also see Teach Out Agreements.

6. Administrative Probationary Accreditation and Accreditation Probation [Rev. 3/14]
ADMINISTRATIVE PROBATIONARY ACCREDITATION status is given for a maximum of ninety (90) days when a program is not in compliance with one (1) or more of the following administrative requirements for maintenance of accreditation:

• Paying accreditation-related fees and charges within sixty (60) calendar days of the invoice date;
• Submitting reports or other required information;
• Agreeing to a reasonable On-Site Verification Visit date at or near the time established by the MACTE Office;
• Advertising its certification courses ethically and accurately with regard to MACTE accreditation status

Administrative Probationary Accreditation is an accreditation category and is not subject to appeal. Although the institution is recognized and listed as accredited during the period of administrative probation, failure to completely remedy the situation by the date specified in the probationary letter may result in Revocation of Accreditation.

Complete resolution of the situation cited in the administrative probationary letter will satisfy the administrative requirements and result in restoration of accredited status.

ACCREDITATION PROBATION status is given to a program that fails to submit renewal documentation and fees within the appropriate timeframe provided to the program by MACTE. Below details the timeline for Accreditation Probation:

1. If the program has not submitted renewal documentation and fees by the six-month
If the program fails to submit renewal documentation prior to their official renewal date their accreditation will lapse and the program will need to apply for Initial Accreditation.

7. Deferment of Action Due to Catastrophic Circumstances

Deferment of action may be exercised for up to one (1) year when an institution requests deferment due to catastrophic circumstances and provide appropriate documentation.

8. Good Cause Extension

MACTE may extend a programs renewal of accreditation up to 24 months if it specifically determines that there is good cause to do so. A good cause letter must be sent to the MACTE Office no later than six months prior to the renewal date to be considered for an extension. (An extension does not mean extra years of accreditation, the “good cause” year(s) are subtracted from the original date of renewal).

E.2. Reporting Substantive Changes of an Accredited Program to MACTE

A request for any of the following Substantive Changes must be submitted to, and approved by the MACTE Board before the change is included in the program’s prior grant of accreditation. Programs applying for renewal of accreditation may include substantive changes in their Application and Self-Study without incurring substantive change fees except for, Change 8, additional locations. Additional locations must be submitted separately from the Application and Self-Study and accompanied by the appropriate fees.

The following Substantive Changes DO NOT require an On-Site Verification Visit before they can be approved by MACTE:
1. Change in legal name of a program
2. Change in the mission statement or objectives of the institution
3. Change in faculty/staff composition, (change in 50% or more of the core faculty within (1) certification course cycle); change in director: in the event of a change of director, the MACTE Office must be notified within thirty (30) calendar days. This notification must be followed by the submission of appropriate forms and documentation within an additional thirty (30) calendar days.
4. Change in the time structure or length of an accredited certification course from the time MACTE last evaluated the program, such as the addition of courses that represent a substantial (25% or more) increase in the number of clock hours awarded for successful completion of the certification course.
5. Change in curriculum
   a. Revision of syllabus
   b. Addition of distance education
   c. Addition of an age range (this change requires a one-day On-Site Verification Visit).

The following Substantive Change DO require a one-day, On-Site Verification Visit within six (6) months of the effective date of change:

6. Change in the legal status, control or ownership of the institution:
   • In the event of a change in ownership, the MACTE Office must be notified within thirty (30) calendar days. In the case of an acquisition of another MACTE – accredited certification course.
   • In the case of an acquisition of another MACTE – accredited certification course, if the acquiring institution is accredited at the level, the MACTE Office must be notified within thirty (30) calendar days.
   • In either case, this notification must be followed by the submission of appropriate forms and documentation within an additional thirty (30) calendar days.
   • If the acquiring program is not accredited at the certification level of the acquired program, a full Application and Self-Study must be submitted as an Initial Applicant.

7. Relocation of permanent site:
   • This applies to instructional site relocation. If only the program’s office is relocating, MACTE and all enrolled Adult Learners must be informed by mail within fifteen (15) calendar days of the changes.
   • The addition of a permanent location at a site at which the program is conducting a teach-out for Adult Learners of another program that has ceased operation before all Adult Learners have completed their certification courses.
   • If MACTE’s accreditation of a program enables it to seek eligibility to participate in Title IV, HEA programs, the entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25% of one or more of the accredited program’s educational programs.

8. Establishing Additional Locations Change 8 (Contract/Permanent):
   • The following Substantive Change 8 requires approval of the application prior to the site’s opening and a one day On-Site Verification Visit no later than six (6) months after establishment of the site: establishing a branch campus, additional location, or contract site.
   • All additional locations must be in substantial compliance (see definition in Glossary) with the same Quality Principles and Criteria established for the accreditation of fixed-site institutions.
   • Applications for contract sites must contain documentation to demonstrate compliance with Quality Principles 1, 2, and 3. Accredited institutions and programs must use the Substantive
Change procedures to apply for accreditation of all additional locations. Substantive Change application forms are available on the MACTE website.

The steps for establishing Additional Locations are:
1. Submission of an application for preliminary approval by MACTE at least one (1) month before the certification course begins. Minimally, the preliminary application must include the Substantive Change cover sheet and Additional Location application.
2. If only the Substantive Change cover sheet and Additional Location application were submitted initially, then all required supporting documentation must be submitted within one (1) month of the “Effective Date” of change. All documentation must be in the MACTE Office by the beginning of the course.
3. Completion of an On-Site Verification Visit within six (6) months of the beginning of the certification course and within its academic phase.
4. MACTE Board approval of accreditation before the end of the certification course (before participants are certified).

If the program is applying for multiple additional locations within the same year, MACTE will determine whether an On-Site Verification Visit will be conducted for each location. MACTE may require an On-Site Verification Visit within six (6) months to each additional location established if the program:
- has a total of three (3) or fewer additional locations;
- has not demonstrated, to MACTE’s satisfaction, that it has a proved record of effective educational oversight of additional locations; or
- has been placed on warning, probation or accreditation with stipulations/probationary status, or is subject to some other limitations on its accreditation status.

On-Site Verification Visits are conducted at reasonable intervals to a representative sample of additional locations of institutions that operate more than three (3) additional locations. Institutions that experience rapid growth in the number of additional locations are visited at reasonable intervals to ensure that educational quality is maintained, and unannounced visits may be conducted at any time at the institution’s expense. The purpose of these visits is to verify that the additional location has the resources, personnel, and facilities it claimed to have in its application for approval of the additional location. When an additional location has had an On-Site Verification Visit within a twelve-month period of renewal of accreditation of the permanent site, a second On-Site Verification Visit to the additional site is not required.

If MACTE’s accreditation of an institution enables it to seek eligibility to participate in Title IV, HEA programs, and it establishes an additional location geographically apart from its primary site at which it offers at least fifty (50) percent of a certification course, the additional location will be approved for no longer than five (5) years. The institution’s fiscal and administrative capacity to operate the additional location must be verified prior to approval.

Establishment of a Branch Campus
A branch campus is a location that:
- offers a certification course not offered at the main established site
- is geographically apart from and independent of the main campus of the program
- is permanent in nature
- has its own faculty and administrative/ supervisory organization

The application for a branch campus requires a submission of a full Self-Study, as it is an additional course level.
Establishment of an Additional Site
An additional site is a location that:

• is geographically apart from, but not independent of, the main location or its organizational control and management (e.g., the same certification course level given during the accreditation cycle of the main location)

• offers the same certification course to a distinct group of Adult Learners at each additional site, for the duration of the period of accreditation of the main location

Annual and Adult Learner fees are paid each year, according to the current MACTE Fee Schedule.

Approved additional sites operate until the program is scheduled for renewal of accreditation within its regular seven (7) year cycle. At the time of reaccreditation, a one-day, On-site Verification Visit is required for all additional sites operated by the program.

Additional locations require an On-Site Coordinator. The On-Site Coordinator must be present for the duration of the academic phase.

• Qualifications of On-Site Coordinator:
  1. A recognized Montessori credential.
  2. Evidence of continuing professional development.
  3. Evidence of competency in teaching, educational administration, and curriculum development. [Rev. 07/14]

Establishment of a Contract Site
A contract site is a location that:

• is temporary in nature

• is based on a written agreement between the program (contractor) and the host school

• is subject to the rules for such sites as defined in the MACTE Guide to Accreditation

• requires a one-day, On-Site Verification Visit within six (6) months of the effective date of change

The contractual agreement between the program and the host school guarantees that the Adult Learner will receive adequate supervision from a Montessori consultant for the duration of the certification course, including the Adult Learner teaching period. The host school must guarantee the completion of the full cycle of preparation for candidates enrolled in the certification course.

Accreditation for a contract site ends when the contract ends. Annual and Adult Learner fees are due when accreditation is granted. Annual fees are pro-rated and calculated according to the duration of the contract. If the program intends to offer the same certification course level at the same host school again during the period of accreditation of the program, an updated application and fee for the Substantive Change are sent to the MACTE Office. Only attachments changed from the original application need to be submitted. No one-day, On-Site Verification Visit is necessary; however, unannounced visits may be conducted at any time, at the program’s expense. Annual and per-Adult Learner fees are assessed for the new contract cycle.

Establishment of a Teaching Site
A teaching site is a facility that:
the institution uses only for instruction during the operation of a certification course level offered primarily at the main location. The teaching site allows the institution to meet the needs of different course components during the same certification course cycle. The cohort is consistent throughout the cycle of the certification course. Only teaching sites at which over 10% of the total clock hours offered in the certification course cycle are held must be indicated on the Teaching Site Notification Form.

Programs establishing a Teaching Site are required to fill out a Teaching Site Notification Form in lieu of Substantive Change Application Cover Sheet and Change 8 documentation. The Teaching Site Notification Form can be found under the Guides and Forms section of the MACTE website, www.macte.org. The fee associated with this change is equivalent to a Substantive Change NOT requiring an On-Site Verification Visit. It is up to the discretion of MACTE whether an On-Site Verification Visit must be held upon the establishment of a Teaching Site.

Additional Requirements for Additional Locations and Contract Sites:

- Quality Principle II: Instructional Personnel – Current requirements plus:
  - Consultants: One (1) or more qualified Montessori practitioners must be assigned to serve as consultant(s) to the host school. The host school pays the costs of services. The consultant is expected to provide:
    - Philosophical support: assistance to the host school in creating a true Montessori program and in making specific plans for training, program design, planning implementation and assessment
    - Start up planning: assistance to the host school in developing a written strategic plan that will address all the components required to train staff and implement a successful Montessori program
    - Funding advice: assistance to the host school in preparing budgets to adequately fund all aspects of the Montessori training and classroom programming
    - Certification course and Adult Learner teaching supervision: compliance with the Quality Principles for a certification course offered at the appropriate level
    - Continuing support: maintenance of continuing support to the host school for a minimum of one (1) year after the training and internship phases have concluded

- Appendix A: Published Policies and Procedures – Current requirements plus:
  - Facilities: the program must document information regarding location and adequacy of facilities presented in the Application and Self-Study. The program must submit information regarding location and adequacy of additional facilities to be used in subsequent years on a Substantive Change form (see MACTE website).

All requirements in the Quality Principles I-III for the Additional and Contract Site must apply.

E.3. Program Cease to Operate for the Following Reasons

An accredited program is required to submit a plan to MACTE for approval when any of the following events occur:

1. The program notifies MACTE that it intends to cease operations entirely or close a location that provides one hundred percent (100%) of at least one certification course.

2. MACTE acts to withdraw or revoke the institution’s accreditation.
3. A State licensing or authorizing agency notifies MACTE that an institution’s license or legal authorization to provide a certification course has been, or will be, revoked.

4. The Secretary of Education notifies MACTE that the Secretary has initiated an emergency action against the program in accordance with Section 487 (C) (1) (G) the Higher Education Act (HEA) or an action to limit, suspend or terminate a program participating in Title IV, HEA program, in accordance with Section 487 (C) (1) (F) of the HEA, and that a plan is required.

Alternative Plan Requirements:
- Is consistent with applicable MACTE regulations
- Occurs between programs that are accredited by MACTE

The plan demonstrates that it will provide for the equitable treatment of Adult Learners by ensuring that it:
- Has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure and scheduling to that provided by the program that is ceasing operations either entirely or at one of its locations;
- Can provide Adult Learners access to the program and services without requiring them to move or travel substantial distances;
- Will provide Adult Learners with information about any additional charges including a detailed breakdown of those charges in a timely manner;
- Can remain stable, carry out its mission and meet all obligations to existing Adult Learners.

MACTE will work with the Department of Education and the appropriate state agency, to the extent feasible, to ensure that Adult Learners are given reasonable opportunities to complete their education without additional charge.

An accredited program that enters into an agreement with another program, either on its own or at MACTE’s request, must submit the following to the MACTE office for review and approval a minimum of thirty (30) calendar days from the commencement of the agreement:

1. A copy of the agreement.
2. The agreement must name the programs and their certification course(s) to which the agreement applies, state the anticipated date of closing or discontinuance of the pertinent programs, and be signed by the chief executive officers of both programs.
3. A map showing a geographic proximity of the programs.
4. An analysis of content and schedules showing compatibility of program structure and scheduling.
5. Notification of closure and terms of the potential agreement to enrolled Adult Learners and verification of mailing address.

E.4. Initial Accreditation

All initially accredited programs are granted accreditation for 7 years.

E.5. Renewal of Accreditation

Accreditation must be renewed before the end of each term of accreditation granted by MACTE. Continuing accreditation renewal is given for a maximum period of seven (7) years.
IMPORTANT NOTE: The average time frame for completion of the renewal process is 8-12 months. It is essential that all deadlines be adhered to, in order to avoid the necessity of withdrawal or revocation of accreditation (see below).

Programs in good standing with MACTE that do not complete the renewal process are allowed to voluntarily withdraw from accreditation. The accreditation of a program not in good standing, which does not complete the renewal process, will be revoked.

E.6. Graduate Credentialing Processes

It is common for each program’s affiliating organization to keep a record of graduates and handle the credentialing process. There are programs, such as those affiliated with the Independent Group, which do not have a person or organization to credential and keep track of each graduate. MACTE will assist in credentialing all graduates from programs that are affiliated with an organization without a credentialing process. Each program whose affiliating organization does not credential graduates will be provided with an Adult Learner Record Form to keep for each Adult Learner enrolled in the program. The process will be as follows:

1. Each program will submit an Adult Learner list no later than six weeks after the start of each certification course level (standard MACTE policy for all programs).
2. Each program will submit a graduation list for all Adult Learners completing the program at the end of a certification course cycle (standard MACTE policy for all programs).
3. Programs not affiliated with an organization that keeps Adult Learner records will submit a MACTE Adult Learner Record Form. MACTE will verify the dates of completion as well as verify the name of the Adult Learner on the Adult Learner list and graduation list.
4. Once the verification process has been completed, MACTE will place the Seal on the certification and send it back to the program. MACTE will keep a copy of the Adult Learner record on file.
SECTION F: EXTENUATING CIRCUMSTANCES

F.1. Adverse Decisions and Changes in Status

Status in Reviewable Decisions
If the MACTE Office receives an official request for reconsideration or appeal within thirty (30) calendar days after receipt of notification of denial or revocation of accreditation, no change will be made in the accreditation status of the program until all procedures are exhausted and a final decision is reached.

Notification of Accreditation Decisions and Other Information
After the MACTE Board makes a decision, the Executive Director/President will:

1. Provide written notice of the following types of decisions to the Secretary of Education, to the appropriate State licensing or authorizing agency, the appropriate accrediting agencies and the public no later than thirty (30) calendar days after it makes the decision.

2. Be responsible for maintaining contact and communication with other recognized agencies that accredit institutions within which MACTE has accredited programs, and with the appropriate State licensing or authorizing agencies in states within which it accredits institutions.

F.2. Regard for State and Other Accreditor Decisions

MACTE does not accredit programs that lack legal authorization under applicable State law to provide a program of education beyond the secondary level.

Except as provided in paragraph (3) of this section, MACTE does not grant initial or renewed accreditation to an institution, or a program offered by an institution, if MACTE knows, or has reasonable cause to know that the institution or program is the subject of:

- pending or final action brought by a State agency to suspend, revoke, withdraw or terminate the program’s legal authority to provide postsecondary education in the state;
- a decision by a recognized agency to deny accreditation;
- a pending or final action brought by a recognized accrediting agency to suspend, revoke, withdraw or terminate the program’s accreditation;
- probation or an equivalent status imposed by a recognized agency.

MACTE grants accreditation to a program described in paragraph (2) of this section only if it provides to the Secretary of Education, within thirty (30) calendar days of its action, a thorough and reasonable explanation, consistent with its standards, why the action of the other body does not preclude MACTE’s grant of accreditation.

If MACTE learns that a program it accredits, or an institution that offers a program it accredits, is the subject of an adverse action by another recognized accrediting agency or has been placed on probation or an equivalent status by another recognized agency, MACTE promptly reviews its accreditation of the program to determine if it also takes adverse action or places the program on probation (accreditation with stipulations) or shows cause.

MACTE, upon request, shares with other appropriate, recognized agencies and recognized State approval agencies, information about the accreditation status of a program, including any adverse actions it has taken against the accredited program.
In renewal of accreditation, MACTE considers the program’s default rates in Adult Learner loan programs and its compliance with responsibilities under Title IV of the Higher Education Act (HEA), based on the most recent data provided by the Secretary of Education. Rates that exceed the limits established by the Secretary cause an adverse accreditation decision.

F.3. Complaints

A complaint is defined by MACTE as a statement alleging that an accredited program, or one which is an applicant for initial accreditation, is not in substantial compliance with MACTE Quality Principles, Criteria, or required accreditation procedures.

Required Notice of Opportunity and Procedure to File Complaints

Each accredited program must develop and implement a procedure to inform Adult Learners of MACTE’s mailing address and telephone number. The notice, to be distributed at regular intervals, but at least annually, includes (but is not necessarily limited to) the following language:

MACTE reviews complaints that relate to a program’s compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or Adult Learners. MACTE does not investigate anonymous complaints.

A copy of the appropriate Standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE Office AT 108 Second St., S.W., Suite 7, Charlottesville, VA 22902, Phone: 434-202-7793, Fax: 888-525-8838, E-mail: rebecca@macte.org, website: www.macte.org

Programs must maintain a record of Adult Learner complaints related to the MACTE Quality Principles since the last comprehensive review of the program. Additionally, a copy of all Adult Learner complaints should be forwarded to the MACTE Office. Accredited programs must retain information in their files to document compliance with this policy, so that it is available for review during the On-Site Verification Visit. The On-Site Verification Team will review all complaints lodged against the program since the previous On-Site Verification Visit, or within the past five (5) years for initial applicants, to discern patterns that suggest possible violations.

Due Process Related to Investigation of Complaints

The following procedures have been developed to handle the investigation of complaints about an accredited program or one, which is a current applicant for initial accreditation and may not be in substantial compliance with MACTE’s Quality Principles, Criteria, or established policies.

Adult Learners, faculty, and other interested parties may submit an appropriate, signed complaint directly to MACTE regarding any accredited program, or one that is an applicant for initial accreditation. MACTE is interested in the continued improvement and sustained quality of Montessori teacher education programs, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or Adult Learners. MACTE does not intervene in complaints as a mediator but instead maintains, at all times, an investigative role.
MACTE, upon request, takes every reasonable precaution to prevent the identity of the complainant from being revealed to the program.

Only written or emailed, signed complaints are considered by MACTE; oral and unsigned complaints are not considered. MACTE requires attempts at informal or formal resolution through the program’s internal processes, prior to initiating a formal complaint. The following procedures have been established to manage complaints:

**Written Complaints**

When a complainant submits a written, signed statement describing the program’s non-compliance with specifically identified procedure(s) or Quality Principle(s), along with appropriate documentation, the following procedures are followed:

1. The materials submitted are logged in and reviewed by the MACTE Office within fifteen (15) calendar days of receipt.

2. Legal counsel may be consulted to assist in determining whether there is sufficient information to proceed. This process will be completed within thirty (30) calendar days after staff logs in materials.

3. If the complaint provides sufficient evidence of probable cause of non-compliance with the Quality Principles or required accreditation procedures, the complainant is so advised and the complaint is investigated using the procedures in the following section entitled “Formal Complaints”.

4. If the complaint does not provide sufficient evidence of probable cause of non-compliance with the Quality Principles or required accreditation procedures, the complainant is advised. The complainant may elect to revise and submit sufficient information to pursue a formal complaint, or not to pursue a complaint, in which case the decision will be so noted and no further action will be taken.

5. If initial investigation of a complaint reveals that MACTE is already aware of the program’s non-compliance and is monitoring its progress to demonstrate compliance, the complainant is notified that the agency is currently addressing the non-compliance issues noted in the complaint.

6. In all cases outlined under 1, 2 and 3 above, the complainant will be notified of the status of the complaint within fifteen (15) calendar days.

**Formal Complaints**

Formal complaints are investigated as follows:

1. The complainant is informed in writing of the anticipated review schedule within fifteen (15) calendar days of determination of the status of the complaint (see (6) above).

2. MACTE informs the chief administrative officer of the program that MACTE has received information indicating that compliance with specific required accreditation procedure(s) or designated Quality Principle(s) has been questioned. This process occurs within thirty (30) calendar days of (3) above.
3. Program officials respond to the complaint and report on the program’s compliance with the required procedure(s) or Quality Principle(s) in question by a specific date, within thirty (30) days.
   a. **For standard(s)-related complaints,** MACTE uses the questions contained in the appropriate sections of the Application/Checklist or Self-Study to provide guidance on the compliance issues to be addressed and on any documentation required to demonstrate compliance.
   b. **For procedure(s)-related complaints,** MACTE provides the program with appropriate policy or procedural statement from the MACTE Guide to Accreditation. Additional guidance on how to best demonstrate compliance is provided to the program. Legal counsel may assist in developing this guidance.
   c. determining that the program continues to comply with the procedure(s) or Quality Principle(s) in question and that no further action is required.
   d. determining that the institution fails to, or may not continue to comply with the procedure(s) or Quality Principle(s) in question, and then deciding whether the corrective action it takes to come into full compliance (i) can be documented and reported to MACTE in writing; or (ii) requires an On-Site Verification Visit.

4. If by written report, MACTE describes the scope and nature of the problem and sets a compliance deadline and submission date for the report and documentation of corrective action taken by the program.

5. If by On-Site review, MACTE describes the scope and nature of the problem and determines, based on the number and seriousness of the identified problem(s), whether the matter can be reviewed at the regularly scheduled On-Site Verification Visit or whether a focused On-Site review is needed.

6. If a focused On-Site review is required, the visit is scheduled and conducted in accord with the agency’s usual procedures for such visits.

7. Within thirty (30) calendar days of its action on the results of its investigation, MACTE:
   a. Notifies the institution of the results of the investigation;
   b. Notifies the complainant of the results of the investigation;
   c. Records of the action.

8. MACTE will not complete its review and make a decision regarding a complaint unless, in accordance with the procedures published above under “Formal Complaints”, it ensures that the institution has sufficient opportunity to provide a response to the complaint.

**Policy and Procedure for Complaints Directed at MACTE**

**Policy:** Interested parties submit an appropriate, signed complaint to the MACTE Office regarding policies or the implementation thereof. MACTE determines whether the information submitted constitutes an appropriate complaint and follows the established procedures.

**Procedures:**
1. Within fifteen (15) calendar days of receipt, MACTE acknowledges the information received and provides the complainant with the appropriate policy and procedures.
2. The MACTE Office will collect additional information internally, if necessary, and then conduct an initial screening to determine whether the complaint is appropriate. The initial screening is completed within thirty (30) calendar days.

3. The MACTE Office will inform the complainant of the results of the initial screening within thirty (30) calendar days of the initial screening.

4. If the complaint is determined to be appropriate, the MACTE Board (and appropriate committees) considers the complaint at its next regularly scheduled meeting. The complaint is considered in closed session if the discussion involves specific programs; otherwise, consideration of the complaint occurs in open session. In the event that waiting until the next meeting precludes a timely review, (within ninety calendar days), the appropriate committee(s) review the complaint through a telephone conference call(s). The action recommended by the committee(s) is forwarded to the MACTE Board for mail or fax ballot approval in this later case.

5. The MACTE Board considers changes in its policies and procedures, if indicated.

6. MACTE informs the complainant of the results of consideration of the complaint within thirty (30) calendar days following the meeting or mail/fax balloting of the Board.

**F.4. Confidentiality**

All information associated with accreditation of a program is considered to be confidential and privileged information. Use or disclosure of data obtained as a result of serving in an employed position or as a member of any appointed or elected group involved in the accreditation process is not authorized, and is considered to be a breach of confidence.
The MACTE Board is charged with initiating any revision of the Quality Principles and Criteria. Proposals to change the Quality Principles and Criteria generally occur as the result of the research and data collected from the annual reports and described under Section H. However, any individual or group may propose a change or addition to the Quality Principles and Criteria at any time. When a proposed change is received in writing from an individual or group, it is forwarded to the Accreditation Committee for review. The committee studies the proposal, obtains additional relevant information, if necessary, and determines if the proposal has merit.

For all proposals that the MACTE Board determines have merit (including those proposals arising out of the annual report), the committee initiates action within twelve calendar months by first circulating the proposal to appropriate constituents, including accredited programs, graduates, faculty, employers, on-site members, organizations and consortia, state agencies, and other accrediting agencies, with feedback requested. The community of interest is notified, with invitation to comment, through organizations and pertinent publications. Not more than twelve calendar months following, the Board receives the report on the community response, and takes final action to adopt or reject the recommended change(s).

G.1. Opportunity for Third-Party Comment

Notice of the opportunity for comment is posted on the MACTE website no less than two weeks prior to the program’s On-Site Verification Visit. The appropriate stakeholders are informed in advance of the posting and have the opportunity to make comments with regard to the program being considered for accreditation.

G.2. Maintenance of Records and Availability of Materials

MACTE maintains complete and accurate records of the last full accreditation review of each program, including On-Site Verification Team (OSVT) Reports; the program’s responses to OSVT Reports; other periodic review reports; any reports of special reviews conducted by the agency between regular reviews; a copy of the program’s most recent Application/Self-Study; and all decisions made throughout an program’s affiliation with MACTE regarding accreditation of the program and substantive changes, including all correspondence that is significantly related to those decisions.

MACTE maintains and makes available to the public on its website and in writing materials describing:

- each type of accreditation it grants;
- the procedure that program’s must follow in applying for accreditation;
- the standards and procedures used to determine whether to grant, reaffirm, reinstate, restrict, deny, revoke, terminate, or take any other action related to each type of accreditation granted;
- the programs currently accredited and, for each program, the year the agency will next review or reconsider it for accreditation;
- the names, academic and professional qualifications, and relevant employment and organizational affiliations of Board members and of the agency’s principal administrative staff.
SECTION H: DISTANCE EDUCATION POLICY

H.1. Definition

MACTE requires that on-site and distance education certification course levels are evaluated using the same standards and competencies, and that they achieve the same outcomes.

Distance education in the context of Montessori teacher education certification courses:

1. **Distance Education**: Education in which instruction is delivered when the Adult Learner and Instructor are not together in residence. The program needs to clearly state the method of delivery and the delivery needs to be interactive.

2. **Distance Education Program**: A program, which conducts classes where the Adult Learner and Faculty are not together in residence, offers the majority of its required certification courses via distance.

3. **Distance Education Certification Course**: A Montessori teacher education certification course that an Adult Learner can complete primarily at a distance from the site at which the accredited program is located.

4. **Residency Requirement**: For all levels, at least 120 academic clock hours of instruction must be offered while the Adult Learners are in residence at the program. If a program offers Elementary I–II and/or Secondary I–II Certification Course Levels at least 180 academic clock ours of instruction must be offered while the Adult Learners are in residence at the program. The On-Site Verification Visit must be conducted during the residential phase of the certification course. [REV. 07/14]

H.2. Review of Distance Education Certification Courses

1. Accredited programs must submit a Substantive Change 5B Addition of Distance Education application when any components of a certification course are offered via distance.

2. Accredited programs offering three or more of the course components as defined by the program’s affiliating organization via distance must submit a full Application/Self-Study. The On-Site Verification Visit must occur during the residency phase of instruction. During the On-Site Verification Visit, all components of the course, distance and residential, will be examined. The On-Site Verification Team will consist of at least one (1) verifier with experience in distance education delivery. The program must submit documentation of how it complies with the guidelines below:

   a. Budgets and policy statements must reflect a commitment to the Adult Learners for whom the distance education certification course is designed. There must be evidence that the course is financially sustainable.
   b. Regardless of course delivery the course content must remain the same.
   c. The program must ensure that Adult Learners have access to adequate resources, and skills to participate effectively in distance education.
   d. Appropriate technical assistance must be available to Adult Learners and faculty members.
   e. Faculty members must have training appropriate to their respective roles in the distance education certification course.
f. The program must have effective means to support, monitor, and evaluate the work of faculty.
g. The on-line community of faculty and Adult Learners and among Adult Learners must be reflected in the design of the certification course.
h. The program must have a plan for comprehensive, ongoing evaluation of the distance education certification course, and must provide documentation regarding the evaluation process.
i. Overall effectiveness of the distance education certification course must be determined by measures such as the degree to which the course meets its intended outcomes. Program outcomes must be comparable to those of on-site certification courses.
j. The program must ensure that the Adult Learner who registers in a distance education course is the same Adult Learner who participates in and completes the course, and receives the academic credit.
SECTION J: GLOSSARY

For purposes of accreditation by MACTE, the following terms are interpreted as defined below.

**Academic Clock (contact) Hours:** includes lectures, demonstrations and integrated practice with materials with the certification course instructor(s).

**Adverse Action:** the denial or revocation of accreditation.

**Candidate for Certification:** Adult Learner

**Consortium:** a formal association of five (5) or more independent institutions that are national or international in scope and accredited by MACTE.

**Core Curriculum:** defined by each organization for its affiliate institutions or defined by an independent institution with the source cited.

**Course Cycle:** minimum length of time a program requires for both academic and practicum phases to be completed, on a regular schedule (or schedules) that begins with the first day of classes and ends with the final evaluation experience.

**Course Level Coordinator:** the qualified individual assigned to manage the course level for which the program director does not have a Montessori credential.

**Director (Administrator):** the person whose primary responsibility is policy and oversight of the Montessori teacher education program.

**Distance Education:** education in which program components are delivered to Adult Learners who are not in residence with the instructor.

**Documentation:** includes copies of licenses, certificates, published policies, or other relevant written criteria.

**Field Consultant/Supervisor:** qualified adult appointed by a teacher education program to observe and mentor Adult Learner progress through the practicum in a Montessori environment.

**Good Standing:** an accredited institution in full compliance with all Quality Principles and Criteria (e.g., not on Accreditation with Stipulations/Probation); having fulfilled all administrative requirements for maintenance of accreditation, paid all accreditation-related fees and charges, and submitted all information and reports required by the appropriate due dates to MACTE and the affiliate organization. Placement on probationary excludes an institution from attaining good standing.

**Guest Lecturer:** an expert who is invited by the director to present a maximum of fifty percent of any course component. The director is responsible for ensuring that the content of the guest lecturer’s qualification align with the MACTE requirements.

**On-Site Coordinator:** person that manages an additional location or contract site that has a Montessori credential at one or more of the course levels being delivered at that site and resides at that site.
**Practicum:** the phase of preparation related to the practical implementation of the Montessori methodology, which involves practice by the Adult Learner under the supervision of the teacher training program and includes student teaching and field observation.

**Practicum Coordinator/Supervisor:** the program staff member responsible for arranging Adult Learner evaluation visits, assigning and preparing field supervisors to make these visits, and for other pertinent duties related to the practicum period.

**Practitioner:** a person whose primary responsibility is teaching in a Montessori classroom and who currently spends at least 50% of a full-time workweek in that position.

**Professional Educator (Academic):** a person whose primary responsibility is that of a faculty member; someone who is directly involved in the delivery of the educational program, and who currently spends at least 50% of a full-time workweek teaching or conducting research.

**Student Teaching:** includes hours spent in the classroom actively practicing with children.

**Substantial Compliance:** general fulfillment of accreditation requirements with specified areas of deficiency to be remedied.

**Supervising Teacher:** the classroom teacher-mentor for a candidate completing practicum student teaching. The supervising teacher or credentialed designee must be present in the environment on all days on which the student teacher is present.

**Unaffiliated Independent:** a MACTE accredited program that is not a member of an affiliated organization but is associated with an independent consortium.