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MACTE • 420 Park Street • Charlottesville, VA • (434) 202-7793
USING MACTE’S GUIDE TO ACCREDITATION

The MACTE Guide to Accreditation (“the Guide”) is primarily for the faculty and administrators of current and prospective Montessori Accreditation Council for Teacher Education (MACTE) accredited institutions/programs. It is designed for use in preparing for both initial and renewal accreditation and as a reference for satisfying MACTE’s operational requirements once a program is accredited. Before starting the accreditation process, program personnel should understand and accept each section of the Guide.

The Guide is partitioned into twelve (12) sections that each focus on different stages of the accreditation process and requirements for maintaining accreditation. Program personnel are encouraged to closely follow the Guide as they enter into different stages of the process. The Guide will start with a brief history of MACTE and the importance of accreditation. It will follow by a brief overview of the entire accreditation process. The Guide will then outline the Self-Study process, MACTE’s Quality Principles and Criteria, and the Self-Study review process. Next, it will explain the On-Site Verification Visit and details behind the accreditation decision. The subsequent Sections will focus on details of accreditation status publication, filing of substantive changes, distance education policies, and accredited program requirements. A glossary is included in Appendix I for additional reference.

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

Dr. Rebecca Pelton, President/Executive Director, rebecca@macte.org

Mrs. Kate Early, Vice President of Communications and Public Relations, kate@macte.org

Mrs. Cassie Bradshaw, Vice President for Accreditation, cassie@macte.org

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Office: MACTE, 420 Park Street, Charlottesville, VA 22902

Inquiries should be emailed to info@macte.org
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 claims the program makes about its graduates’ competence are warranted. MACTE’s On-Site Verification Visit verifies that the evidence cited in the Self-Study is accurate and trustworthy and that the program is committed to the certification course level seeking accreditation. 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), 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), National Association of State Directors of Teacher Education and Certification (NASDTEC), International Network for Quality Assurance in Agencies in Higher Education (INQAAHE), and the National Workforce Registry Alliance (NWRA). 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 levels.

MACTE has its principal office in Charlottesville, Virginia and Board Members serving worldwide. Additional information about MACTE’s accreditation activities and events are available on MACTE’s website (www.macte.org).

**A.2 MACTE’s Mission Statement**

**MACTE’s Vision**
All children throughout the world have the opportunity to access quality Montessori education.

**MACTE’s Mission**
MACTE is committed to the effective preparation of Montessori teachers. Its mission is to recognize, assure, and promote the high quality of that preparation through its system of accreditation for the ultimate purpose of advancing Montessori student learning.

**A.3 Accreditation in the United States**

The U.S. Department of Education (USDE) (2016) published the following information about the accreditation process:

Higher education in the United States relies on accreditation to ensure quality and foster a culture of continuous improvement. In the United States, institutions of higher education are permitted to operate with considerable independence and autonomy. The United States has no Ministry of Education or other centralized federal authority exercising control over the quality of postsecondary educational institutions, and the states assume varying degrees of control over education. As a consequence, American educational institutions can vary widely in the character and quality of their programs. To ensure a basic level of quality, the practice of accreditation arose in the United States as a means of conducting nongovernmental, peer evaluation of educational institutions and programs.

**Role of Accrediting Agencies**
Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those evaluation criteria are
met. Institutions and/or programs that complete the evaluation process and meet an accreditor’s criteria are then considered “accredited”.

Role of the U.S. Department of Education
Under the Higher Education Act (HEA), the USDE recognizes accreditors that the Secretary of Education determines to be reliable authorities as to the quality of education or training provided by institutions of higher education and publishes a list of nationally recognized accreditors. The USDE does not accredit individual educational institutions and/or programs and is not directly involved in the institutional or programmatic accrediting process. The USDE recognizes only accreditors that apply for recognition and for whom accreditation is required for institutional and program access to federal funds. Many do not apply and some are ineligible. Along with its recognition decision, the USDE designates the scope of accrediting activities to which its recognition pertains.

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.

Types of Accreditation
The U.S. Department of Education 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 because it accredits some free-standing institutions and also programs within institutions. Thus, a “specialized” or “programmatic” accrediting agency may also function in the capacity of an “institutional” accrediting agency.

A.4 Benefits of MACTE 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 adult learners 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, as on-site verifiers, and as participants in MACTE conferences and symposia.

**The Public** is informed of the quality of programs through a non-governmental 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 their 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.

**Source**

SECTION B: OVERVIEW OF MACTE ACCREDITATION PROCESS

B.1 Eligibility for Initial and Renewal Accreditation

The accreditation process is open to any single purpose institutions/programs that exist solely for the purpose of offering Montessori teacher education and to Montessori teacher education programs associated with colleges or universities. Programs are eligible for accreditation regardless of their professional affiliation, organizational form, sources 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 before an On-Site Verification Visit can take place. It is very strongly suggested that a developing teacher education program contact the MACTE twelve (12) months prior to the anticipated start date of their teacher education program. The MACTE office will work with the program to establish a timeline for the accreditation process.

All accredited programs are required to join a MACTE-affiliated organization or group of independent programs (See Section B.3).

B.2 Quality Principles and Criteria

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. The three Quality Principle’s are:

Quality Principle I
Evidence of Candidate Learning: Understanding and Teaching Montessori Principles

Quality Principle II
Faculty Learning and Inquiry

Quality Principle III
Program Capacity
These 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. 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.

Figure B1: Diagram of MACTE’s Quality Principles

Criteria accompanying each Quality Principle define the ways in which programs seeking accreditation are required to provide evidence that satisfies each 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. See Section D for details on the Quality Principles and Criteria.
B.3 Affiliation

Each Montessori teacher education program is required to initiate the affiliation process with one of MACTE’s recognized affiliate organizations prior to applying for MACTE accreditation. MACTE aids programs in the development of the Self-Study, but does not offer assistance in starting a teacher education program. Affiliate organizations will guide programs in the initial development stages prior to MACTE accreditation. It is important to have the foundation of the teacher education program established in the following areas before seeking accreditation: curriculum, faculty, course syllabi and a training location.

Current Recognized Affiliates
American Montessori Society (AMS) www.amshq.org
Montessori Educational Programs International (MEPI) www.mepiforum.org
The Pan American Montessori Society (PAMS) www.montessori-pams.org
Association Montessori International (AMI) www.amiusa.org
International Association of Progressive Montessori (IAPM) www.montessori-iapm.org
International Montessori Council (IMC) www.montessori.org
Independent (IND) kayihang@springvalley.org

B.4 Accredited Course Levels

MACTE accredits the following certification course levels.

Infant Toddler (IT): Birth to three years of age
Early Childhood (EC): Three through six years of age
Elementary I (EL I): Six through nine years of age
Elementary I-II (EL I-II): Six through twelve years of age
Secondary I (SEC I): Twelve through fifteen years of age
Secondary I-II (SEC I-II): Twelve through nineteen years of age

For specific criteria for academic and practicum clock hours, see Section D. If applications are submitted for multiple levels (e.g., Early Childhood and Elementary I-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.
B.5 Distance Education

If a MACTE accredited program chooses to can offer a portion of their certification course levels via distance education, there are certain guidelines that must be followed. All certification course levels must include at least 120 in-residence academic clock hours. Elementary I-II and Secondary I-II certification course levels must include at least 180 in-residence academic clock hours. Programs offering portions of their course levels via distance education must adhere to MACTE’s distance education policy. See Section J of the Guide.

B.6 Overview of Costs

MACTE’s operations are supported primarily by annual and adult learner fees from accredited programs and affiliated organizations, consortia, and groups of independent institutions. The MACTE Fee Requirements table below outlines the financial obligations required with MACTE accreditation. For a list of the current fee amounts, please visit the current MACTE Fee Schedule available for download off the MACTE website. Each year, MACTE’s fees are evaluated and approved by the Board of Directors and are subject to change.

In addition to the fees listed in Table B2, programs are responsible for all costs associated with the On-Site Verification Visit. Costs include travel, food, and lodging for the visitors. Further information regarding these costs is outlined in the On-Site Verification Visit Guide.

MACTE’s fiscal year begins July 1 and ends June 30. Once paid, all dues and fees are non-refundable.

Table B2: MACTE Fee Requirements

<table>
<thead>
<tr>
<th>ANNUAL PROGRAM FEES</th>
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<tr>
<td><strong>Billed:</strong> July 1st of each year</td>
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<tr>
<td><strong>CONTRACT SITE FEES</strong></td>
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<tr>
<td><strong>Due:</strong> upon site achieving <em>Full Accreditation</em> status</td>
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<tr>
<th><strong>ACCREDITATION APPLICATION FEES</strong></th>
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<tbody>
<tr>
<td><strong>Due:</strong> with application</td>
<td><strong>Additional Notes:</strong></td>
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<td></td>
<td>• The program’s application for Initial or Renewal accreditation must be submitted with payment.</td>
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<tr>
<td></td>
<td>• A one-time application fee is paid to MACTE for each certification course level. When seeking accreditation for multiple levels at the same time, a reduced price is assessed after the first level.</td>
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<td>• Application review will not begin until fees are received.</td>
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<td>• Once paid, fees are valid for twenty-four months.</td>
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<th><strong>SUBSTANTIVE CHANGE FEES</strong></th>
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<td><strong>Due:</strong> with application</td>
<td><strong>Additional Notes:</strong></td>
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<td>• Substantive Change fees are due with submission of Substantive Change application.</td>
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<td></td>
<td>• Substantive Changes requiring an On-Site Verification Visit include: Change in Ownership, Addition of Certification Course Level for Different Age Range, Relocation of Permanent Site and New Additional Location.</td>
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<td></td>
<td>• Substantive Changes not requiring an On-Site Verification Visit include: Change in Legal Name, Change in Faculty/Staff/Director, Change in Time Structure/Length, Change in Curriculum and Change in Mission/Objective.</td>
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<tr>
<th><strong>ADULT LEARNER FEES (for free-standing programs)</strong></th>
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<tr>
<td><strong>Due:</strong> within 6 calendar weeks of the start of the TEP’s academic course cycle</td>
<td><strong>Additional Notes:</strong></td>
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<td></td>
<td>• Must be paid with corresponding <em>Adult Learner Registration List.</em></td>
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<tr>
<td></td>
<td>• The current adult learner fees are published in MACTE’s most recent <em>MACTE Fee Schedule.</em></td>
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**Late Penalty [rev. 04/16]:**
- Adult learner fees not paid by the due date will be assessed as follows:
  - 5% of total if paid within 6 months after the payment due date
  - 10% of total if paid within 1 year after the payment due date
  - 15% of total if paid after 1 year of the payment due date
- Program is responsible for payment of late fee and cannot be assessed to the adult learner.
- Late payments will also put a TEP at risk of *Administrative Probationary Accreditation* status.
ADULT LEARNER FEES (for college or university programs)

<table>
<thead>
<tr>
<th align="left">Due: at the conclusion of the academic course cycle, within 6 calendar weeks into the practicum phase</th>
<th>Additional Notes:</th>
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<tr>
<td align="left"></td>
<td>• Must be paid with corresponding Adult Learner Registration List.</td>
</tr>
<tr>
<td align="left"></td>
<td>• The current adult learner fees are published in MACTE’s most recent MACTE Fee Schedule.</td>
</tr>
</tbody>
</table>

**Late Penalty [rev. 04/16]:**

- Adult learner fees not paid by the due date will be assessed as follows:
  - 5% of total if paid within 6 months after the payment due date
  - 10% of total if paid within 1 year after the payment due date
  - 15% of total if paid after 1 year of the payment due date
- Program is responsible for payment of late fee and cannot be assessed to the adult learner.
- Late payments will also put a TEP at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES (for initial applicants)

<table>
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<tr>
<th align="left">Due: upon achieving Full Accreditation status</th>
<th>Additional Notes:</th>
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<tr>
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<td>• The Adult Learner Registration List and adult learner fees are due immediately upon the program or additional site achieving Full Accreditation status.</td>
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RECONSIDERATION/APPEAL FEES

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<th align="left">Due: within 30 calendar days of the Board’s decision</th>
<th>Additional Notes:</th>
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<td>• See Section F for more information on reconsideration and appeal.</td>
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B.7 MACTE Resources

MACTE offers the following print and electronic resources and guidance:

**MACTE Website**

MACTE’s website (http://www.macte.org) is an easily accessible and comprehensive resource for staying up-to-date with MACTE and the accreditation process. Check the MACTE website regularly for updates on procedures, fees, and news and events. MACTE also sends out periodic newsletters via e-mail with important news and updates. You can sign up to receive MACTE newsletters via the MACTE website. In addition, all required applications and forms can be found on the MACTE website on the Document Library resource page.

**Publications**

*MACTE Guide to Accreditation* - This is a comprehensive guide for the faculty, staff, and administrators of current and potential MACTE accredited teacher education programs. The Guide
includes a full description of MACTE’s principles and standards, details on the accreditation process and requirements, and guidelines for following MACTE’s operational procedures.

*On-Site Verification Visit Guide* – This is a guide for programs going through the accreditation process and the on-site verification teams conducting the visits. It details the entire On-Site Verification Visit process, the expectations of the program and the team, and all associated costs. This guide is available for download on the MACTE website.

**Guidance and Feedback**

The MACTE staff will provide continuous feedback throughout the accreditation process and offers a variety of available services for further assistance:

1. The MACTE staff is available to consult and answer questions over the phone during normal business hours, Monday through Friday. Questions can also be emailed to info@macte.org.

2. MACTE provides frequent *Self-Study* and Accreditation Overview workshops and webinars that are open to any teacher education programs and individuals interested in obtaining or renewing the accreditation status. Upcoming workshops are listed on the MACTE website.

**B.8 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.

**B.9 Brief Overview of Accreditation Process**

An abbreviated overview of MACTE’s accreditation process is shown below. The Guide will elaborate on each step of the process over the next several Sections.

**Step 1:** Submit the Application for Accreditation, Application Fee and *Self-Study* to the MACTE office at least six (6) (for renewal applicants) to twelve (12) (for initial applicants) months prior to the program’s prospective On-Site Verification Visit dates.

**Step 2:** A MACTE staff member will complete the Initial Office Review within thirty (30) business days after receipt of the Application, Application Fee and *Self-Study*.

**Step 3:** A MACTE reader will complete the Reader Review within in thirty (30) days after completion of the Initial Office Review process. The program is provided with a Staff Analysis and must satisfy all requests made from the reader in the Staff Analysis. Note: Each program is afforded two rounds of
formative feedback with the MACTE reader. If the program is not able to satisfy MACTE reader requests after two rounds of formative feedback, MACTE will request the program reflect on what is being asked and resubmit the *Self-Study* after a minimum of twelve (12) months. [rev. 04/16]

**Step 4:** Once the reader review phase is complete, MACTE will notify the program it is ready to schedule the On-Site Verification Visit.

**Step 5:** Once the On-Site Verification Visit has taken place and both the program and the team have 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]
SECTION C: WRITING THE SELF-STUDY

C.1 The Self-Study Process

The Self-Study process is designed to be a cooperative effort of all program participants: administrative officials, faculty, field supervisors, practicum personnel, and adult learners. 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 translator must translate the documents into English.

The Self-Study must be compiled using MACTE’s Accreditation Management Portal. Please contact the MACTE office to get started.

Each program’s Self-Study will consist of the following five sections:

Section 1: Teacher Preparation Program Summary
Section 2: Evidence of Candidate Learning
Section 3: Faculty Learning and Inquiry
Section 4: Program Capacity
Appendix A: Adult Learner Handbook

Additional section(s) as applicable:

Section 5: Requirements for Distance Education (applicable to programs offering a course component or part of a course component via distance education)
Appendix B: Affiliate Requirements

C.2 Self-Study Review Process
Once a program has submitted their Accreditation Application, Application Fee and **Self-Study** to the MACTE office, the review process begins.

The first phase of the review process is the Initial Office Review. A MACTE staff member will review the Application and **Self-Study** for completeness. The MACTE staff will notify the program if any revisions are required before moving to the next phase of the review process. Programs are required to submit revisions within 15 business days of receiving feedback from the MACTE office. Programs are afforded two rounds of back and forth feedback during the Initial Office Review.

The second phase of the review process is the reader’s review of the **Self-Study** content. MACTE utilizes trained contract readers to carefully review **Self-Study** submissions and provide formative feedback to programs in the form of a Staff Analysis. A MACTE staff person will carefully review all reader feedback in the Staff Analysis prior to sending to the program. MACTE readers are anonymous and all communication between the program and reader is through the MACTE office. Each program is afforded two rounds of formative feedback with the MACTE reader. If the program is not able to satisfy MACTE reader requests after two rounds of formative feedback, MACTE will request the program reflect on what is being asked and resubmit the **Self-Study** after a minimum of twelve (12) months. [rev. 04/16]

Upon completion of the Initial Office Review and the reader review phases, the MACTE office will move forward with the next phase of the accreditation process, scheduling of the On-Site Verification Visit.

It should be noted that MACTE does not move forward with scheduling the On-Site Verification Visit without approval from the program’s affiliating organization. In most cases, the On-Site Verification Visit is conducted jointly with the affiliate organization and it is important that both organizations are ready to move forward before scheduling the visit.

**C.3 Third-Party Comments**

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.
SECTION D: SELF-STUDY QUALITY PRINCIPLES AND CRITERIA

D.1 MACTE’s 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. 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 J for additional distance education guidelines.

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 Quality Principles, as defined in the accompanying Criteria.

**D.2 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.

D.3 Self-Study Section 1 - Teacher Preparation Program Summary

The Self-Study must be compiled using MACTE’s Accreditation Management Portal. Please contact the MACTE office to get started.

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.

1.1 Include a brief history and state the goals of the program.

Mission Statement: The educational goals of the program are clearly stated; educational objectives and outcomes are specified, reasonable, and consistent with the mission.
1.2 Include the program’s mission statement.

1.3 Include a description of distinguishing characteristics of the program.

1.4 Include a summary of the process of developing the Self-Study.

1.5 Include a description of the demographics of the program’s adult learner population.

1.6 If the program is within a College or University, include information regarding accreditation by other accrediting agencies.

1.7 Complete Table 1.1.

Table 1.1: Program Hours

<table>
<thead>
<tr>
<th>Total Academic Hours</th>
<th>Hours in residence</th>
<th>Hours via Distance Education</th>
<th>Total Practicum Hours</th>
<th>Additional Hours (outside of classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following must be made available to the On-Site Verification Team:

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 another 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).
D.4 Self-Study Section 2 - Quality Principle I: Evidence of Candidate Learning

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.10)
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 are used to evaluate each component.

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

Curriculum Effectiveness: The program uses appropriate measures to evaluate the effectiveness of the certification course. This is accomplished through examination of adult learner coursework.

Adult Learner Assessment and Evaluation

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.10 of this document) The process of continuing and final evaluation of each candidate assures that:

- Fair and objective consideration is given to each candidate;
- Certification is recommended or granted only after each candidate has achieved the Montessori teacher competencies and has successfully completed all program requirements.

2.3 Include a written narrative that summarizes the evaluation and assessment of outcomes for adult learners during the academic phase of the course. 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.

**Table 2.1: Major Assessment Tools Used for Evidence in the Self-Study**

<table>
<thead>
<tr>
<th>Cohort Dates: June 2016 – May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
</tr>
<tr>
<td>Assessment 1: Oral Test</td>
</tr>
<tr>
<td>Assessment 2: Written Test</td>
</tr>
<tr>
<td>Assessment 3: Completed Manuals</td>
</tr>
<tr>
<td>Assessment 4: Supervising/Coordinating Teacher Report</td>
</tr>
<tr>
<td>Doe, Jane</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>9/10</td>
</tr>
<tr>
<td>All Complete</td>
</tr>
<tr>
<td>All Three Complete</td>
</tr>
</tbody>
</table>

**Cohort Dates:**

<table>
<thead>
<tr>
<th>Adult Learner Name</th>
<th>Assessment 1:</th>
<th>Assessment 2:</th>
<th>Assessment 3:</th>
<th>Assessment 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, Jane</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 or more 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.

Table 2.2: Practicum Sites

<table>
<thead>
<tr>
<th>Practicum Site Name and Address</th>
<th>Supervising Teacher</th>
<th>Year and Level of Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC Montessori School</td>
<td>Jane Doe</td>
<td>2001 Early Childhood</td>
</tr>
<tr>
<td>1 Montessori Way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles, California</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 how adult learners are observed and evaluated during the practicum phase (Montessori practice).

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.10. The program incorporates the results into documented plans for program improvement. MACTE accredited programs are required to track graduation rates, placement rates, graduate surveys and employer evaluations. For specific threshold requirements and additional information see Section I of the Guide.

2.13 Include the process used to distribute and evaluate adult learner outcomes for the following categories: graduation rates, placement rates, employer evaluations, and graduate surveys.

2.14 Applicants for renewal of accreditation must provide records and rates for at least four (4) years; applicants for initial accreditation will provide data collected in the Interim Report submitted in the fifth year of operation after accreditation is granted. Complete Table 2.3.
For further information regarding graduation rates, including a resource tool to calculate the graduation rates, see Section I.

Table 2.3: Outcomes Assessments Data

<table>
<thead>
<tr>
<th>Outcomes Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome Assessment Data Collection: Include rates and survey distribution data for each completed cohort for the last four years. If the program runs multiple cohorts per year, include data for each completed cohort of each of the four years. Additional rows may be added as necessary.</td>
</tr>
<tr>
<td><strong>Site Location</strong></td>
</tr>
<tr>
<td>Cohort 1</td>
</tr>
<tr>
<td>Cohort 2</td>
</tr>
<tr>
<td>...</td>
</tr>
</tbody>
</table>

2.15 For programs applying for renewal of accreditation, include a detailed narrative focusing on how the program has used the outcome assessments for program improvement.

For programs applying for initial accreditation, include a detailed narrative focusing on how the program plans to use the outcome assessments for program improvement.

2.16 Include sample copies of the following forms: graduate surveys, employer evaluations, and the form used to trace placement rates.

**Other Educational Activities:** Other educational activities offered by the institution, such as special classes or workshops, maintain standards of quality and do not interfere with the implementation of its certification course(s). [rev. 04/16]

- Scheduling: the program schedules the activities so that they do not compete for resources necessary to maintaining its certification course(s).
- Finances: Financial resources are adequate to support the activities.
- Policies and Procedures: Standards relating to fair practices, disclosure, and publication are maintained for the other educational activities offered.
• Personnel: The activities are supervised by the director and utilize qualified instructional faculty and appropriate total teaching load.

• Material Resources: Facilities and resource materials required for the activities are adequate, appropriate, and without conflict with needs of the certification course(s).

• Curriculum: Content of the activities offered is defined and documented by the program.

• Evaluation: If credits or certificates are granted for the activities, the program evaluates the adult learner appropriate to the stated objectives and maintains permanent records.

2.17 Include a list and description of all other educational activities offered by the program within the past two (2) years.

2.18 Include an explanation addressing which line item(s) in the program budget (Self-Study Criteria 4.7) relate to each of the other educational activities.

2.19 Include copies of all certificates given to adult learners upon completion of educational activities the program offers. All certificates issued must clearly state, “This certificate does not indicate completion of a MACTE accredited course”. [rev. 04/16]

The following must be made available to the On-Site Verification Team:

On-Site Verification Documentation Requirements

2.20 Provide access to the following program files: adult learner files inclusive of completed academic phase assessment evaluations and completed practicum phase assessment evaluations listed in requirements 2.5 and 2.10.

2.21 For programs applying for renewal of accreditation, provide access to completed graduate surveys and completed employer surveys. Provide access to files containing evidence of placement rate and graduation rate tracking supporting data collection noted in requirement 2.13.

D.5 Self-Study Section 3 - Quality Principle II: Faculty Learning and Inquiry

Faculty Members are qualified for their respective roles and responsible for instruction and curriculum development.
Faculty and Staff Files: The program must maintain documentation on file for all administrative and instructional staff. The following documents must be available on site for all administrative and instructional staff:

a. Resume
b. Transcripts for highest degree earned
c. Copies of all teaching certificates/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

MACTE defines a recognized Montessori credential as a credential issued from a MACTE accredited teacher education program. All credentials issued from non-MACTE accredited programs will be reviewed independently by way of an established rubric. Portfolio requirements are included below.

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. A recognized Montessori credential 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.

3.1 Include a resume and a copy of Montessori credential(s) for all program faculty.

3.2 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) calendar days or longer.

Instructors/Field Consultants:

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) 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 the 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 recognized Montessori credential at any level is acceptable.
6. For Montessori core curriculum*, a recognized Montessori credential 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 recognized 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.

**Guest Lecturers:**

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. Guest Lecturers must be recognized experts in the area of instruction and must provide evidence of their expertise by submitting:

1. Resume
2. Two letters of professional reference

3.4 If applicable, please include resume and two letters of professional reference for any Guest Lecturer [rev. 05/14].

3.5 Include Table 3.1 Faculty Summary Table. Table 3.1 is available for download from the Document Library resource page on the MACTE website.

**Professional Development:** The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans and in the provision of appropriate learning environment. MACTE requires an average of ten (10) hours of professional development per year for program faculty over a three (3) year look back period. [rev. 04/16]

3.6 Complete Table 3.2 Professional Development Table. Include professional development for the past three (3) years.

**Table 3.2: Professional Development Table**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Seminar/Workshop</th>
<th>Certification Course</th>
<th>Other/Date</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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Professional Portfolio Requirements for program faculty without a recognized Montessori credential:

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 the program is 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
   • College Degree/Transcript (if applicable)
   • Credentials/Certificates/Licenses
   • Evidence of a practicum to include the length and structure of the practicum (transcript, Student Handbook, testimonial, etc.)
   • Affiliations/Memberships
   • Professional Development
   • Professional Achievements (publications, workshops, lectures, etc.)
   • 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

Professional Portfolio Requirements for Infant and Toddler and Early Childhood Instructors without a Bachelor’s Degree:

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 the program is 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
   - Credentials/Certificates/Licenses
   - Affiliations/Memberships
   - Professional Development
   - Professional Achievements (publications, workshops, lectures, etc.)
   - 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

3.7 For an instructor without a Bachelor’s Degree, include a Professional Portfolio in a separate folder or tab within the Self-Study.

3.8 For a Program Director, Instructor, and/or Field Consultant without a recognized credential, 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.

Curriculum Responsibilities: The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and specific experiences; and in the provision of an appropriate learning environment.

3.11 Include a narrative description addressing the means by which academic policies are established, addressed and enforced.

The following must be made available to the On-Site Verification Team:
On-Site Verification Documentation Requirements

3.12 Provide all the documents listed below for program faculty and staff.

a. Resume
b. Transcripts for highest degree earned
c. Copies of all teaching certificates/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

3.13 Provide evidence of the faculty professional development outlined in Table 3.2.

3.14 Provide completed evaluation forms for Criteria 3.9.

D.6 Self-Study Section 4 - Quality Principle III: Program Capacity

4.1 Include name(s) and address(es) of the program’s 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 institutional, 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 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.

**Finances**: 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. **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.

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

**Planning**: The appropriate administrative official(s) determine essential program and faculty needs for
immediate and long-range budget planning and management.

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

**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(s).

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 multiplied by tuition
multiplied by the percentage of the time remaining in the program cycle.

**Management**: The program budget shows a distribution of funds appropriate for achievement of the
stated objectives in the curriculum.
4.7 Include a projected budget or balance sheet, listing income and expenses which include the following: advertising/promotion; insurance; salaries; services such as accounting and legal; taxes; travel; equipment acquisition; repair or replacement; dues, licenses, permits; facility expenses for rent, lease, mortgage, maintenance, repair, and utilities. If the program is in its first year of operation, provide documents with projected figures.

Hierarchy: The relationship of the certification course to its institution, and the institution to its organization (if applicable) is defined. The organization of personnel, including names, within the certification course and within the administrative structure is defined.

4.8 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.

4.9 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.

4.10 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.

Records: The program maintains records for adult learner admission, attendance, and evaluation; including a permanent adult learner record that documents adult learner progress. The program guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act and international privacy laws.

4.11 Include where and by whom permanent records are maintained.

4.12 Include the applicable privacy policy that the program is required to meet, as determined by state, regional or provincial law.

4.13 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.

1. Instructional space for on-site academic and practice sessions: One (1) or more rooms of adequate size are provided for scheduled use during academic sessions, practice with materials, and for seminars or other classes. An actual classroom or model thereof which exemplifies the Montessori environment of the child age range(s) of the certification course(s) offered must be available for adult learner practice at specified times. Other factors which affect the amount of classroom space necessary are number of adult learners, number of concurrent sessions, and format of classes (e.g., seminar, lecture, practice with materials, etc.). Bathroom and space for adult learner personal items, equipment, and teaching aids are available in or near the instructional areas.

2. Office Space: Space for faculty provides adequately for storing records and materials, preparing instructional materials, consulting with adult learners, and enabling staff members to function effectively and efficiently.

3. Maintenance: All spaces are maintained in good repair and are clean and attractive, with adequate lighting, ventilation, power and water supplies, waste disposal, and adult furnishing.

4.14 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.

Resource Material:

1. Montessori apparatus, supplies, and equipment are available in good condition and adequate quantity to enable accomplishment of the curriculum plan relative to the number of enrolled adult learners.

2. The materials exemplify those used in Montessori practice.

3. Supplies and equipment for supportive activities are adequate in quantity and qualify for effective development and production of instructional and administrative materials, and for special projects.

4. Library resources include a range of materials pertinent to child development and teacher preparation, as well as those specific to the Montessori approach. Library resources are available within reasonable proximity of the instructional space, in an environment conducive for their use, and at time periods allowing adequate accessibility for adult learners and staff.
4.15 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.

**Title IV:** 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. For information regarding Title IV funding, contact the MACTE office.

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 or liabilities by the USDE.

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

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

*The following must be made available to the On-Site Verification Team:*

**On-Site Verification Documentation Requirements**

4.18 The On-Site Verification 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.

4.19 Provide the On-Site Verification Team with adult learner files. Files must include:

- Application to program and adult learner contract/agreement
- Transcript(s), copy of high school diploma and/or prior certification, including bachelor’s degree if appropriate
- Resume listing complete employment history
- Background check of applicant (if required)
- Testing, writing sample, or essay (if required)
- Letters of recommendation (if required)
4.20 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.

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

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

4.23 The On-Site Verification Team will verify the materials available within the learning environment as indicated in the Self-Study.

4.24 Provide a copy of results of the most recent financial or compliance audit.

D.7 Self-Study Section 5 - Distance Education Requirements

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. For MACTE’s Distance Education Policy, see Section J. All programs offering a course component, or part of a course component, via distance education must address all requirements in Self-Study Section 5.

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. Note: Independent Study or Correspondence Courses are not approved methods of distance education delivery. (see Appendix I: Glossary)

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 hours 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]

5.1 Include a detailed narrative of the platform used for delivery of course content offered via distance education.

5.2 Include a detailed narrative addressing how the program ensures adult learners have access to adequate resources, and skills to participate effectively in distance education.

5.3 Include a detailed narrative addressing how appropriate technical assistance is available to adult learners and faculty members.

5.4 For each instructor responsible for delivering course content via distance education, please include sufficient information regarding appropriate training to his or her respective roles in the distance education delivery.

5.5 Include a detailed narrative addressing how the program has effective means to support, monitor and evaluate the work of faculty.

5.6 Include a detailed narrative addressing the program’s plan for comprehensive, ongoing evaluation of the portion of the course level delivered via distance education. Include documentation supporting the evaluation process.

5.7 Include a detailed narrative addressing how the program measures that the course content delivered via distance education meets its intended outcomes. Program outcomes must be comparable to those of in-residence certification course levels.

5.8 Include a detailed narrative addressing how the program ensures 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.

The following must be made available to the On-Site Verification Team:

On-Site Verification Documentation Requirements

5.9 The On-Site Verification Team must be provided access to the distance education delivery platform used by the program.

5.10 The On-Site Verification Team will assess the effectiveness and application of the program’s processes for ensuring verification of the identity of adult learners taking distance education courses; will confirm that the program’s verification processes protect adult learner privacy; and will confirm that adult learners are notified of any additional charges related to verification of adult learner identity at the time of registration or enrollment.
D.8 Self-Study Appendix A - Adult Learner Handbook(s)

Appendix A is the teacher education program’s Adult Learner Handbook(s). The following is information and policies MACTE requires each accredited teacher education program to publish for adult learners. 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 Schedule and include in the Adult Learner Handbook [rev. 07/14].

<table>
<thead>
<tr>
<th>Specific Date</th>
<th>Curriculum Component</th>
<th>Instructor</th>
<th>Academic Contact Hours</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 09/01/16</td>
<td>Practical Life</td>
<td>Jane Doe</td>
<td>8</td>
<td>8AM-5PM</td>
</tr>
<tr>
<td>Example: 09/02/16</td>
<td>Exam Practical Life</td>
<td>Jane Doe</td>
<td>0</td>
<td>9AM</td>
</tr>
</tbody>
</table>

A.6 Include candidate to instructor ratios. Candidate to instructor ratios indicate the highest number of adult learners per one instructor the program will allow.

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

Include the program’s policy for extensions beyond the scheduled certification course cycle and how they are granted, documented, and regulated. In the case of extenuating circumstances a program may offer an adult learner up to three (3) years to finish the practicum phase and all outstanding assignments required for graduation after completion of the academic phase. Include the process for adult learners that do not complete within the required three (3) years. [rev. 04/16]

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

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

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. No part of the practicum phase may be satisfied by previous academic work, practicums, or life experience unless the adult learner is transferring directly from one MACTE accredited training program into another MACTE accredited training program with no time gap in the training. [rev. 04/16]

Include the transfer of credit policy.

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.

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.

Include information regarding placement services (if applicable). [rev. 04/15]
A.17 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. The program demonstrates that the tuition and fees charged are reasonable given the length and content of the certification course and objectives of the credentials offered.

A.18 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.19 State fees for optional units or credits available through another program (if applicable).

A.20 Include information concerning financial aid (if applicable).

A.21 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.22 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.23 Include a description of the system used for recording absences, in clock hours.

A.24 Include the minimum attendance level policy (no lower than 90% of total clock hours).

A.25 Include the policy regarding provisions for satisfying requirements not met due to absence and for their direct relationship to content of experience missed.

A.26 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 learner 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 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 of 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.27 Include the policies and procedures for dismissal. Refund settlement time must be included.

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

A.29 Include the policies and procedures for cancellation of the course by the program. Refund settlement time must be included.

A.30 Include the policies and procedures for continuation.

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

A.31 Include information concerning clock hours.

A.32 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.33 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.34 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. Formal grievance must remain on file for five years.

A.35 Include the page signed by the adult learner to acknowledge receipt of *Adult Learner Handbook*. [rev. 07/14]
The following must be made available to the On-Site Verification Team:

On-Site Verification Documentation Requirements

A.36 Through interviews, file review and observation, the On-Site Verification Team will verify the program’s published policies are an accurate representation of the operation of the training program.

A.37 Provide the On-Site Verification Team with copies of all formal, written adult learner complaints received by the program within the past five (5) years relative to the program’s compliance with MACTE Quality Principles and Criteria and/or policies, and briefly describe resolution of each.

D.9 Self-Study Appendix B - Affiliate Requirements

D.9.1 AMS Teacher Education Program Affiliation Requirements

Programs affiliating with the American Montessori Society will submit affiliation requirements using MACTE’s Accreditation Management Portal. The

For information regarding the *AMS Handbook for Teacher Education Affiliation*, AMS Affiliation Application Cover Sheet, AMS fees, and additional forms required by AMS, contact the AMS Office of Teacher Education.

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. (*MACTE Criteria 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. *(MACTE Criteria 2.7)*

B.6 Provide a written narrative, which summarizes 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. *(MACTE Criteria 2.8)*

B.7 The program director, instructors, and field consultants of the program meet AMS qualifications including being AMS members. In MACTE Faculty Summary 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. Provide a professional portfolio for all instructors that do not have either a Bachelor’s degree (or equivalent) or an AMS recognized Montessori credential. [rev. 04/16] *(MACTE Criteria 3.5)*

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 program Director. *(MACTE Criteria 4.8)*

B.9 Provide a copy of the job description for the practicum/supervisor/coordinator. *(MACTE Criteria 4.9)*

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. *(MACTE Criteria 4.10)*

B.11 The program has the recommended materials for the level(s) offered. *(MACTE Criteria 4.15)*

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).*

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 N/A 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 N/A 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.

B.19 Include the AMS address in the program’s grievance policy. 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. If this is not applicable to your program, please put N/A. [rev. 12/14]

D.9.2 Other Teacher Education Program Affiliation Requirements

Currently the American Montessori Society is the only affiliate organization that has developed a dual Accreditation/Affiliation submission process with MACTE. Other affiliate organizations interested in developing a dual submission process with MACTE should contact the MACTE office.

D.10 Competencies For Montessori Teacher Candidates

MACTE accredited programs are required to incorporate these competencies into their course syllabi. The competencies must directly relate to learning objectives to show they are being met. Each MACTE competency must be targeted at least once. It is likely some competencies will be targeted multiple times in different course components.

Table D10: Candidate Competencies Table
<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></td>
</tr>
<tr>
<td>1a. Montessori Philosophy</td>
<td></td>
<td></td>
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<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>
</tr>
<tr>
<td>- Peace education</td>
<td></td>
<td></td>
</tr>
<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></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>
</tr>
<tr>
<td>2g. Assessment &amp; documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2h. Reflective practice</td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>III. Teaching with Grace and Courtesy</strong></td>
<td>As relates to each level, the candidate for certification demonstrates and implements with children/adolescents:</td>
<td></td>
</tr>
<tr>
<td>3a. Classroom leadership</td>
<td></td>
<td>1. Employer, field consultant, supervising teacher observation and evaluation</td>
</tr>
<tr>
<td>3b. Authentic assessment</td>
<td></td>
<td>2. Children’s learning and progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Post-graduate professional performance</td>
</tr>
</tbody>
</table>
3c. The Montessori philosophy and methods (materials)

3d. Parent/teacher/family partnership

3e. Professional responsibilities

3f. Innovation and flexibility

**Definition of LEVEL:**
Infant Toddler (IT) = Birth to three years of age
Early Childhood (EC) = Three through six years of age
Elementary I = Six through nine years of age
Elementary II = Nine through twelve years of age
Secondary I = Twelve through fifteen years of age
Secondary II = Fifteen through 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, geometry, 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.

**D.11 Review of the Quality Principles & Criteria**

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. 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, 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, the committee initiates action within twelve calendar months by first circulating the proposal to appropriate constituents 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).
SECTION E: ON-SITE VERIFICATION VISIT

Please reference the On-Site Verification Visit Guide for further information.

E.1 On-Site Verification Visit Overview

MACTE’s On-Site Verification 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.

During the process, the On-Site Verification Team (OSVT) determines that what is written in the Application and Self-Study can actually be verified through the On-Site observations. In addition to verifying the contents of the Application and Self-Study, the OSVT members may discuss the character, strengths, and challenges of the institution. The director, staff, and faculty may request assistance from the OSVT members in these areas. The flavor of these discussions is collegial, supportive, and informal, in contrast to the oral report given at the conclusion of the visit. The oral report is a formal summary of the findings and conclusions contained in the draft OSVT Report.

The following steps show an overview of the On-Site Verification Visit process:

**Step 1:** The MACTE readers declare that the Self-Study is auditable. The MACTE office will contact the Program Director for the official request of tentative On-Site Verification Visit dates.

**Step 2:** MACTE posts the tentative On-Site Verification Visit to the trained verifiers database.

**Step 3:** The MACTE board selected the verifier(s) based on their Montessori credential level and proximity to the program. The tentative team is sent to the Program Director for approval and confirmation that there is no conflict of interest.

**Step 4:** The Program approves the OSVT verifiers.

**Step 5:** The MACTE office sends an Official Notification to the Program Director and OSVT. All necessary documents and instructions are attached to this email. At this time the MACTE office will provide the On-Site Verification Team members access to the program’s Self-Study.

**Step 6:** The Program Director and OSVT create the On-Site schedule prior to the visit. All travel arrangements are booked in preparation for the visit. MACTE is to be copied on all On-Site verification visit preparation emails.
Step 7: The On-Site Verification Team 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.

Step 8: 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 within five (5) calendar days. The MACTE office reviews the report, and requests any clarification from the OSVT. The MACTE office then sends a copy to the Program Director within fifteen (15) business days following the visit. The Director’s Response is sent to the MACTE office within fifteen (15) business days following the receipt of the final On-Site Verification Report from the MACTE office.

Step 9: Once the On-Site Verification Visit has taken place and both the program and the OSVT have submitted their final documentation, MACTE will send the full record of documentation to two MACTE Board members for a final review and recommendation to the MACTE Board for deliberation and final motion for accreditation. [rev. 12/14]

For Initial Applicants, only adult learners present and currently enrolled in academic session during the On-Site Verification Visit will be eligible to graduate from a MACTE accredited program. The On-Site Verification team will list names of all adult learners present during the On-Site Verification Visit.

An On-Site Verification Visit in no way guarantees MACTE accreditation.

E.2 On-Site Verifiers

The On-Site Verification Team (OSVT) consists of three (3) or more qualified verifiers appropriate to the needs or special characteristics of the program. The composition of the team must include:

- **Team Leader**: A program director, educator or practitioner with significant experience as a trained On-Site verifier, credentialed in the level being verified.

- **Educator**: A person whose primary responsibility is that of a faculty member, someone who is directly involved in the delivery of an educational program. Or someone who currently spends at least 50 percent of a full-time workweek teaching, conducting research, or involved in Montessori teacher preparation.

- **Practitioner**: Someone currently or recently directly engaged in a significant manner in the practice of a profession in the area being verified.

- **Local Practitioner (when applicable)**: When needed, MACTE On-Site Verification Teams may include a local practitioner who is familiar with the local educational context. In any Verification Visit there may be issues and findings that can be clarified with the advice and counsel of someone with local knowledge about the program, the community, local practicum
sites, the careers of the program’s graduates, and the like. Thus, MACTE will ask that a program to be audited identify a local practitioner to serve on the OSVT. The local practitioner (such as a classroom teacher, principal, or supervisor) is a member of the On-Site Team; he or she will participate in all activities of the team while the team is visiting the program, and is a party to all subsequent reports and responses between MACTE and the program. The addition of a practitioner does add a small cost to the audit visit. The program will select the practitioner, ensure there is no conflict of interest, cover costs (if any) of a substitute, and pay the person no less than the same honorarium that is paid to the program’s supervising teachers. The matter of a potential conflict of interest is complex and subtle in this case, because while the practitioner needs to be familiar with and knowledgeable about the program and its graduates, the person must not have a direct personal stake in the outcome of the audit. In any case, the person’s relationship (past and present) with the program must be disclosed to MACTE. MACTE asks that the program send a copy of his or her vita along with a brief statement describing the reasons for selecting this person. The local practitioner will receive briefing and training during the organizational meeting of the team before the On-Site begins, will have full access to the Self Study and its supporting materials, and will participate in the On-Site interviews, etc.

• **Observer (when applicable):** An Observer may be present during the On-Site Verification Visit but does not provide input or assist with completing the On-Site Verification Report. The program is NOT required to pay for travel/food/lodging for an Observer. Observers are typically present for training purposes.

At least one (1) of these verifiers must be credentialed at one (1) or more of the certification course levels offered at the program being verified. If the applicant program operates more than one (1) certification course at the same site, an attempt is made to verify all certification courses at a single visit. In such a case, MACTE may appoint a fourth On-Site Team Verifier.

Verifiers are selected and assigned by the MACTE office, not by the program.

Distance and expressed needs of the applicant program are considered in the assignment of the OSVT. Program directors applying for renewal of accreditation are strongly encouraged to enroll in OSVT training and to serve on an OSVT prior to the visit of their own program.

MACTE works closely with affiliating organizations when coordinating instructions with the OSVT regarding additional affiliation requirements.

If the applicant program is located in a country where certification courses are delivered in a language other than English, every attempt is made to assign at least one (1) OSVT member who speaks the applicant program’s language. If this is not possible, an individual who speaks the applicant program’s language, who is not associated with the institution or with any member of the faculty, is to be provided by the program to assist the OSVT. This is solely the responsibility of the program to locate the translator and incur the cost.
E.3 On-Site Visit Expenses

Expenses for the team members are reimbursed or paid for by the program. The program is responsible for food, lodging, and travel and any associated tips or fees for normal activity. If there is any question as to what is “normal” the program will need to be consulted before a verifier incurs the debt. The MACTE office can be contacted as well.

The verifier should keep receipts and make a record of all such activities and the associated costs. If possible, it is preferred that when the program personnel escort the team, it would be expeditious for the program to handle arrangements and fees at that time.

The On-Site Verifiers are to complete a reimbursement form and submit it to the program following the visit. The program is required to have all reimbursements made before the MACTE Board makes their final review. Any outstanding reimbursements may postpone accreditation timelines.

E.4 On-Site Verification Team Report

The On-Site Verification Team (OSVT) is to complete the On-Site Verification Team Report while on-site. Each area must be marked V (Verified), VE (Verified with Error), or NV (Not Verified). Team narrative on specific verification is required for each component. The team is to provide detail on the verification of each area. At the end of the visit the team will have an oral presentation on their findings.

At the conclusion of the On-Site Verification Visit, the team will submit the completed On-Site Verification Report to the MACTE office within fifteen (15) business days. The MACTE office reviews the report and requests any clarification from the OSVT. The MACTE office then sends a copy to the Program Director within fifteen (15) business days of receipt of the report. 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 MACTE office.
SECTION F: THE ACCREDITATION DECISION

F.1 MACTE Final Review

After the MACTE office receives the On-Site Verification Report and the Program Director’s Response, two (2) MACTE Board Members are then assigned to provide an in-depth review of the materials in preparation for deliberation for accreditation to present at the next quarterly MACTE Board meeting.

F.2 MACTE Board Action

An assigned sub-committee of the MACTE 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.

After the MACTE Board makes a decision, the MACTE 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.3 Term of Accreditation

The maximum period of accreditation granted by MACTE is seven (7) years. Accreditation begins the date the MACTE Board deliberates and accepts a program’s eligibility. Once MACTE grants accreditation, adult learners who were enrolled and present during the On-Site Verification Visit (i.e., not yet graduated) are considered as candidates to graduate from an accredited program.

Starting the process two (2) 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.

All initially accredited programs are granted accreditation for seven (7) years. An Interim Report must be submitted and approved in the fifth (5th) year of accreditation demonstrating the collection of four (4) years of data from the proposed evaluation system that was outlined in the initial Self-Study. The MACTE office sends a reminder letter to the program six (6) months prior to the due date of the report.

**F.4 Reconsideration/Appeal**

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

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.

**Stage One: Reconsideration**

Reconsideration is the second consideration of an issue for the sole purpose of calling to the attention of the MACTE Board an alleged error, omission, or oversight in the first consideration. The Board is the body of review and decision. Reconsideration is usually the initial course of action in response to an adverse accreditation decision (denial or revocation of accreditation). After the initial written request and appropriate fee are received (see current MACTE Fee Schedule), the following steps are taken:

1. A hard copy of the program’s written request for reconsideration must be signed by its chief executive officer and mailed with the appropriate fee to the Chair of the Board, in care of the MACTE office, postmarked within thirty (30) calendar days of receipt of the Board’s notice informing the program of the decision to deny or revoke accreditation. The written request must include 1) a request for reconsideration of the action, along with special request if an in-person hearing is desired; 2) the grounds upon which the request is being made; and 3) documentation supporting the request. The written request and all attachments must also be sent electronically to MACTE’s President and received within thirty (30) calendar days of receipt of the Board’s notice. The program’s failure to submit the written request and fees within thirty (30) calendar days will be deemed a waiver of its right to reconsideration and cause the Board’s action to be final.

2. Reconsideration will be conducted via conference call within sixty (60) calendar days of receipt of the program’s written request for reconsideration, unless the program requests an in-person hearing. In the latter case, the hearing will be held at the next regularly scheduled meeting of the
Board. Notification of the date and hour of the hearing, if requested, will be sent to the program’s director.

3. At least thirty (30) calendar days prior to the hearing, the program’s director must submit names and titles of up to two (2) individuals who will testify; and the name of legal counsel if participating, to the MACTE’s President. In addition, one (1) member of the On-Site Verification Team (OSVT) and one (1) other witness may testify. If legal counsel is present, she/he may make an oral presentation. All expenses incurred by those testifying will be borne by the program requesting their presence.

4. The Chair of the Board will conduct the hearing to bring out pertinent facts. Rules of evidence will not be applied strictly, but the Chair will exclude evidence that is unduly repetitious or irrelevant. Forty-five (45) minutes will be allocated for the entire hearing. Of this, twenty (20) minutes will be allocated for testimony by the director, witnesses, and counsel, if present. The remaining twenty-five (25) minutes will be allotted for questioning by the Board members and responses by the director, witnesses, and counsel.

5. The Board will consider the grounds for review and the documentation in support of the program’s reconsideration request. It will then take one of the following actions:

   • Uphold the original decision;
   • Require another On-Site Verification Team Visit and consider the resulting team report at its next regularly scheduled meeting; or
   • Make a new decision based upon the evidence submitted.

6. The Board will notify the program’s chief executive officer and director of its decision in writing, including the rationale for the decision, within thirty (30) calendar days of the decision. [rev. 04/16]

Stage Two: Appeal

An appeal is a final complaint regarding an adverse action (denial or revocation of accreditation) taken by the MACTE Board, and upheld during the reconsideration process. Alternately, the program may elect to waive reconsideration and immediately pursue the appeal process. After the initial written request signed by the program’s chief executive officer and appropriate fee are received (see current MACTE Fee Schedule), MACTE’s President will initiate the appeal procedure.

1. A hard copy of the program’s written request for appeal must be signed by its chief executive officer, and mailed with the appropriate fee to the Chair of the Board, in care of the MACTE office, postmarked within thirty (30) calendar days of receipt of the Board’s notice informing the program of the decision to deny or revoke accreditation. The written request must include 1) a request to appeal the action, along with special request if an in-person hearing is desired; 2) the grounds upon which the appeal is being made; and 3) documentation supporting the appeal.
The program’s failure to submit the written request and fees within thirty (30) calendar days will be deemed a waiver of its right to reconsideration and cause the Board’s action to be final.

2. Three (3) names will be selected by MACTE’s President from a list of former Board members and experienced on-site verifiers who sign a statement affirming that they are free from any real or perceived conflicts of interest concerning the program under appeal. Two (2) of these individuals must be non-public (Montessorians), and one (1) must be a representative of the public. Of the non-public members, one must be an administrator or director, and the other an educator or faculty member. These names will be forwarded to the director of the institution under appeal. This process will be completed within thirty (30) calendar days after receipt of the request for appeal.

3. The appeals hearing will be conducted via conference call within sixty (60) calendar days following completion of #2) above, unless an in-person hearing is requested by the institution. In this case, the appeals panel will be notified to meet within thirty (30) calendar days of receiving its charge from the President. The MACTE’s President will send notification of the date and hour of the hearing, if requested, to the institution’s director. All expenses incurred by those testifying will be borne by the institution requesting their presence.

4. A copy of the OSVT Report and any supporting materials contributing to the decision to deny or revoke accreditation will be forwarded to each of the appeals panel members, along with all documentation submitted by the institution.

5. The appeals panel will elect a chair to preside over the hearing. Unless otherwise determined by the appeals panel, the hearing will last no more than two (2) hours. One (1) hour will be allotted for testimony by the director and any witnesses, OSVT members, and legal counsel. The remaining hour will be allocated for questioning by appeals panel members, and responses by the director, witnesses, and legal counsel. The appeals panel will consider the grounds for the appeal, the documentation in support of the program’s allegations, the procedures followed by the Board and OSVT, and OSVT Report, and/or the actions of the Board. All meetings of the appeals panel will be held in executive session.

6. In the case of an in-person hearing, MACTE’s President will inform all parties of the time, date, and place of the hearing at least fifteen (15) business days in advance. The same process described under 5) will be followed. Those testifying will be present in the hearing chamber only at the time of their presentation of testimony. Expenses incurred in the preparation and presentation of the appeal will be paid by the institution under appeal (the current MACTE Fee Schedule is available on the MACTE website).

7. The recommendation of the appeals panel will be submitted with a statement of specific findings to the MACTE Board Chair and the institution under appeal within fifteen (15) calendar days of the hearing. The appeals panel will either:
• Affirm the Board’s decision; and uphold the adverse action;
• Direct that another On-Site Verification Visit be completed and the OSVT Report be submitted for consideration by the Board at its next regularly scheduled meeting;
• Reverse the Board’s decision, citing the specific grounds for the appeal that were upheld, based upon the evidence submitted; or
• Remand the adverse action to the Board for further consideration, identifying specific issues that must be addressed.

8. At its next regularly scheduled meeting, the MACTE Board will act to affirm the appeals panel’s recommendation. In the event that waiting until the next meeting precludes a timely review, the matter will be reviewed by conference call(s), and approved through mail or fax ballot.

9. The MACTE President will send copies of the decision, and a report on the specific findings on which the decision is based, to the program’s director within fifteen (15) calendar days of the final decision.

Training of Appeals Panel Members

To ensure that the members of the appeals panel are competent to fulfill their function(s), the Board’s Nominating Committee will seek candidates who 1) have prior experience as a Board Member or OSVT evaluator; and 2) have completed a specific program of training regarding MACTE standards, policies, and procedures. MACTE will provide regular training regarding its policies and procedures through workshops, seminars, and online educational opportunities.

F.5 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 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.6 Maintenance of Records and Availability of Materials**

MACTE maintains complete and accurate records of the last full accreditation review of each program. Included are the 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 G: PUBLICATION OF ACCREDITATION STATUS

G.1 Publication Guidelines and Requirements

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

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

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

2. **Candidate Status:** 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 program has received approval to schedule the On-Site Verification Visit, the program may advertise as a “Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education.”

   Advertisement by the program 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 program’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 program may advertise their accreditation status.
An accredited institution is entitled to use the MACTE logo and to refer to its accreditation status in published materials only with reference to its accredited Montessori teacher education certification course level(s). Statements must conform to the following: “(Name of program) holds accredited status for its (level[s]) Montessori teacher education certification course level from the Montessori Accreditation Council for Teacher Education (MACTE) through the year____.” If the MACTE logo is used, it may only be placed on the same page and with reference to the accredited certification course level(s).

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.

4. **Accredited Programs petitioning for Substantive Change:** The program 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.

After the program has received approval to schedule the On-Site Verification Visit, MACTE will notify the program that they 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 program 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.”

**G.2 Accreditation Status Definitions**

The MACTE Board may render one of ten (10) separate decisions:

1. **Full Accreditation**

   FULL ACCREDITATION status, for initial or renewal of accreditation, is awarded upon determination that the institution demonstrates substantial compliance with the Quality Principles and Criteria. This status is published on the MACTE website.
The Board may find due cause to defer action on Full Accreditation status, but such deferral may not exceed one (1) year.

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 timeframe 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) years in length.

If, by 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 above. If the critical deficiencies are not corrected within the stipulated timeline, 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 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 may appeal the Board decision, in writing, through the established mechanism (see
Section F.4) or it may reapply for Initial Accreditation at a later date.

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.

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

REVOCATION OF ACCREDITATION can occur 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, the Board may first
change the status to Accreditation with Stipulations/Probation or schedule an On-Site Verification
Visit 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 the MACTE Board has 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 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.

The program is required to notify all enrolled adult learners and those seeking admission that
accreditation has been revoked. This information must also be posted on its website. MACTE will
publish the revocation status on the MACTE website. Adult learners who are currently enrolled and
registered with MACTE are permitted to complete their certification course on its established
schedule and will be considered graduates of an accredited institution. Please see Section I.6 on
Teach-Out Agreements.
Inoperative Program
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.

5. Voluntary Withdrawal from Full Accreditation

A program in good standing with MACTE may submit a written request at any time for WITHDRAWAL FROM FULL ACCREDITATION 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.

When a program submits a withdrawal request, the program is required to notify all enrolled adult learners and those seeking admission that accreditation has been withdrawn. Adult learners currently enrolled and registered with MACTE are permitted to complete their certification course on its established schedule and will be 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 see Section I.5 on Teach-Out Agreements.

6. Administrative Probationary Accreditation [rev. 03/14]

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;
- Registering adult learners and paying student fees by the established due date;
- 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.

7. Accreditation Probation

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:

a. If the program has not submitted renewal documentation and fees by the six-month deadline, MACTE will send a letter to the Program Director stating they have fifteen (15) business days to submit the required documentation to avoid being charged a late submission fee.

b. If the program does not submit the renewal documentation within the fifteen (15) business days, MACTE will charge the program a $500.00 late submission fee and advise the program that they have ninety (90) calendar days to submit the Self-Study documentation, late submission fee, and application fee.

c. If the program does not submit all required documentation and fees within the ninety (90) calendar day timeframe, the MACTE Board of Directors reserves the right to place the program on Accreditation Probation.

d. If the program is placed on Accreditation Probation, the Program Director will be required to notify all adult learners and faculty that the program has been placed on Accreditation Probation within fifteen (15) business days.

e. The Program Director must send MACTE the contact information for all current adult learners and faculty and verification each has been notified of the Accreditation Probation status.

f. MACTE will notify the USDE that the program has been placed on Accreditation Probation.

g. MACTE will update the their website to reflect the change in status for the program.

h. The program will transition back to full accreditation without probation once the MACTE Board has approved the renewal of accreditation.

i. The amount of time the program extended beyond their renewal date due to the late submission of documentation will be taken off their term of renewal of accreditation.

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.

8. Reporting Status

REPORTING STATUS is given when a program falls below the reporting threshold requirements for 2 consecutive years. See Section I.5 for information regarding threshold requirements.

9. 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.

10. **Good Cause Extension**

MACTE may extend a programs renewal of accreditation up to 24 months with a GOOD CAUSE EXTENSION 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 (6) 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.
SECTION H: SUBSTANTIVE CHANGES

H.1 Substantive Change List

Substantive Change 1: Legal Name of a Program (does not require an on-site visit)
Substantive Change 2: Mission Statement of Objectives of the Institution (does not require an on-site visit)
Substantive Change 3: Director and/or Faculty/Staff Composition (does not require an on-site visit)
Substantive Change 4: Time Structure or Length of an Accredited Certification Course (does not require an on-site visit)
Substantive Change 5A: Syllabus (does not require an on-site visit)
Substantive Change 5B: Addition of Distance Education (does not require an on-site visit)
Substantive Change 5C: Addition of Age Range (does require a one day on-site visit)
Substantive Change 6: Legal Status, Ownership of Control (does require a one day on-site visit)
Substantive Change 7: Relocation of Permanent Site (does require a one day on-site visit)
Substantive Change 8: Additional Site (does require a one day on-site visit)

H.2 Reporting Substantive Changes to MACTE

A request for any Substantive Change 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.

H.3 Change 1: Legal Name of a Program

A program changing their legal name must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 1 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.4 Change 2: Mission Statement or Objectives of the Institution

A program changing their mission statement or objectives must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 2 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.
H.5 Change 3: Director and/or Faculty/Staff Composition

A program changing their director and/or 50% or more of their faculty/staff in one certification course cycle must download the Substantive Change Application Cover Sheet, the Application for Substantive Change 3 and, if necessary, the Faculty Summary Table 3.1 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.6 Change 4: Time Structure or Length of an Accredited Certification Course

A program changing time structure and/or length (25% or more) of an accredited certification course must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 4 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.7 Change 5: Curriculum

A program changing their curriculum (syllabus, addition of distance education, and/or age range) must download the Substantive Change Application Cover Sheet and the correct Application for Substantive Change 5 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet.

Accredited programs must submit an Application for Substantive Change 5B: Addition of Distance Education Program once they are delivering 10% or more of the total minimum academic course hours for the course level via distance education. The program must submit a Substantive Change for every additional 10% of the total minimum academic course hours migrated to distance education.

The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

- Substantive Change 5A: Revision of Syllabus
- Substantive Change 5B: Addition of Distance Education (change in 10% of academic clock hours)
- Substantive Change 5C: Addition of Age Range (Elementary II and/or Secondary II)
Substantive Change 5A and 5B do not require an On-Site Verification Visit. A one to two (1-2) day On-Site Verification Visit is required for a Substantive Change 5C no later than six (6) months after the start of the additional age range component.

**H.8 Change 6: Legal Status, Control or Ownership of the Institution**

A program changing their legal status, control, or ownership of the institution must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 6 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

- 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, 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 the appropriate 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.

**H.9 Change 7: Relocation of Permanent Site**

A program changing their permanent location must complete the Substantive Change Application Cover Sheet and the Application for Substantive Change 7. 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 or email. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website. MACTE must approve the submitted Application for Substantive Change 7 prior to the site’s opening. A one (1) day On-Site Verification Visit is required no later than six (6) months after the relocation of permanent site.

The replacement 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 are also required to apply for a Substantive Change 7.
H.10 Change 8: Additional Location (Additional Site/Contract Site)

A program adding an additional location (additional site or contract site) must complete the Substantive Change Application Cover Sheet and the Application for Substantive Change 8. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website. MACTE must approve the submitted Application for Substantive Change 8 prior to the site’s opening. A one (1) day On-Site Verification Visit is required no later than six (6) months after establishment of the additional site or contract site.

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. The program must offer the same certification course to a distinct group of adult learners at each additional site for the duration of the period of accreditation at the main location.

Programs are required to pay annual fees and adult learner fees for each certification course level offered at an additional site. 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 visit is required for all additional sites in operation.

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 Guide.

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 substantive change fee must be submitted 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 adult learner fees will be assessed for the new contract cycle.

**Application Process for Additional Locations**

1. The program must submit 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 Application Cover Sheet* and *Application for Substantive Change 8*.

2. If only the *Substantive Change Application Cover Sheet* and *Application for Substantive Change 8* are initially submitted, the program must submit all supporting documentation within one (1) month of the “Effective Date” of change. The MACTE office must receive all documentation by the beginning of the course.

3. The On-Site Verification Visit must be completed within six (6) months of the beginning of the certification course and within its academic phase.

4. The MACTE Board will make a final decision regarding accreditation approval prior to the conclusion 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 of the establishment of each additional location 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.

For institutions that operate more than three (3) additional locations, On-Site Verification Visits are conducted at reasonable intervals to a representative sample of sites. Institutions that experience rapid growth in the number of additional locations are visited at reasonable intervals to ensure that educational quality is maintained. 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. If an additional site has an On-Site Verification Visit within a twelve-month period of the permanent site’s renewal of accreditation, a second On-Site Verification Visit for the additional site is not required.

If MACTE’s accreditation of a program 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.
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 include:

- A recognized Montessori credential.
- Evidence of continuing professional development.
- Evidence of competency in teaching, educational administration, and curriculum development.

[rev. 07/14]

**H.11 Establishment of a Branch Campus**

A branch campus is a location that:

- Offers a certification course level 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* and a complete On-Site Verification Visit, as it is an additional course level.

**H.12 Establishment of a Teaching Site**

A teaching site is a facility that the program uses only for instruction during the operation of a certification course level offered primarily at the main location. The teaching site allows the program to meet the needs of different course components during the same certification course cycle. The group of adult learners is consistent throughout the cycle of the certification course. Only teaching sites at which ten percent (10%) of the total academic clock hours offered in the certification course are held must be indicated on the *Teaching Site Notification Form*, and must also be identified on the MACTE Annual Report.

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.
SECTION I: ACCREDITED PROGRAM REQUIREMENTS

1.1 Adult Learner Registration and Graduation Procedures

Programs are responsible for maintaining all current and historic adult learner lists and the contact information and transcripts for each adult learner that attends the program. MACTE also maintains records for each adult learner that attends and graduates from a MACTE accredited institution. It is the responsibility of the program to accurately report this information to MACTE.

Adult Learner Registration

At the start of each course cycle, programs must register their adult learners with MACTE. For free-standing institutions, the registration deadline is within six (6) calendar weeks of the start of the academic course cycle. For college or university programs, the registration deadline is at the conclusion of the academic course cycle, within six (6) calendar weeks of the practicum phase. Adult learner fees are also due at this time. The current adult learner fees are listed in the current year’s MACTE Fee Schedule.

Late fees will be assessed if the Adult Learner Registration List and payment are not received by the due date:

- 5% of total if received within 6 months after the registration due date
- 10% of total if received within 1 year after the registration due date
- 15% of total if received after 1 year of the registration due date

The late fees must be paid by the program and cannot be assessed to the adult learner. If a program anticipates that they will not meet the registration deadline, they can request an extension by contacting the MACTE office. All requests for extensions must be made prior to the registration due date. The extension length will be determined on an individual basis by the MACTE staff. Under no circumstance will registration of an adult learner be accepted after an adult learner’s graduation date.

If a program continues to register adult learners late, they will be put at risk of Administrative Probationary Accreditation. [rev. 04/16]

Adult Learner Graduation
Upon graduation, all programs must submit a *Graduation List* to MACTE regardless of affiliation. Failure to submit *Graduation Lists* will put the program at risk for falling out of compliance with MACTE’s policies. [rev. 04/16]

It is common for a program’s affiliating organization to keep record of graduates and to handle the credentialing process. Other programs, such as those affiliated with the Independent Group, do not have a person or organization to handle credentialing. In both cases, programs are responsible for reporting both registration and graduation information to MACTE. However, MACTE will further assist in credentialing all graduates from programs not affiliated with an organization that handles credentialing. These programs will be required to submit *Adult Learner Record Forms* and the adult learners’ credentials with their *Graduation List* upon graduation.

The full registration/graduation process and requirements are detailed in Table 1.1 *Adult Learner Registration and Graduation Procedures* with the affiliation differences distinguished by the “Who?” column. If you are unsure if your affiliating organization handles credentialing, please contact the MACTE office.

*Table 1.1 Adult Learner Registration and Graduation Procedures*

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Adult Learner Registration</td>
<td>For Free-Standing Programs: The program will submit an <em>Adult Learner</em></td>
<td>All Programs</td>
</tr>
<tr>
<td></td>
<td><em>Registration List</em> with payment of student fees within 6 calendar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>weeks after the start of the academic course cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For College or University Programs: The program must submit an</td>
<td></td>
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<tr>
<td></td>
<td><em>Adult Learner Registration List</em> with payment of student fees at the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conclusion of the academic course cycle, within 6 calendar weeks into</td>
<td></td>
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<td></td>
<td>the practicum phase.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Initial Applicants: The program must submit an <em>Adult Learner</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Registration List</em> with student fees upon achieving <em>Full Accreditation</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>status.</td>
<td></td>
</tr>
<tr>
<td>Step 2: Reporting Graduation</td>
<td>At the end of the certification course cycle, the program will</td>
<td>All Programs</td>
</tr>
<tr>
<td></td>
<td>submit a <em>Graduation List</em> for all adult learners completing the</td>
<td></td>
</tr>
<tr>
<td>Step 3: Submission of Adult Learner</td>
<td>At the end of the certification course cycle, the program will</td>
<td>All programs that are</td>
</tr>
<tr>
<td></td>
<td>submit an <em>Adult Learner Record Form</em> for each adult learner</td>
<td>NOT affiliated with an</td>
</tr>
<tr>
<td></td>
<td>completing the program.</td>
<td>organization that</td>
</tr>
</tbody>
</table>
Please note, if a program’s affiliation organization utilizes a different version of the student list or graduation list, the program can submit these forms in lieu of the Adult Learner Registration List and MACTE Graduation Lists.

### Additional Registration Policies

#### Registration Refund Policy

The adult learner fees will apply directly to the adult learners listed on its corresponding Adult Learner Registration Lists. These fees are *non-refundable* and cannot be transferred to another adult learner. If an adult learner decides to withdraw from the course at anytime, his payment will be forfeited.

#### Registration of Transfer Adult Learners

If an adult learner transfers into a cohort after the start of a course cycle, the program is responsible for registering the adult learner with MACTE within six (6) calendar weeks of the adult learner’s first academic course date. An Adult Learner Registration List containing the transfer adult learner name(s) must be submitted to MACTE with payment. In addition, the program must include a copy of the adult learner’s unofficial transcript from her/his previous teacher education program along with a completed Adult Learner Transfer Evaluation form. [rev. 04/16]

#### Replacement Seal Request

One MACTE seal will be given to each adult learner that attends and completes a MACTE accredited program. In the case that a replacement seal is required, the program must submit a MACTE Replacement Seal Request to the MACTE office with a replacement seal fee of $15.00. [rev. 04/16]

#### Alternative Agreements

Each program is responsible for abiding by the policies and procedures listed in this section regardless of geography, demographics, or size. Programs should adapt their own policies appropriately. If MACTE determines that a program requires an additional or alternative registration policy, MACTE may issue an Alternative Agreement with the program. These
agreements will be made on an individual basis and can be terminated at anytime for the reason of policy change, a Board decision, or any other unspecified reason. [rev. 04/16]

### 1.2 Annual Reporting

Accredited programs are responsible for submitting an online Annual Report to the MACTE office by the required deadline each year. The Annual Report is an important monitoring and evaluation tool that enables MACTE to identify potential problems with a program(s) continued compliance with the Quality Principles and Criteria, and takes into account institutional strengths and stability. Key data and indicators collected and analyzed include measures of adult learner achievement, headcount enrollment and fiscal information. A late fee is assessed if the deadline is not met, and additional adverse action may include placement on Administrative Probationary Accreditation (See Section G.2).

### 1.3 Graduation Rates

For reporting purposes, a graduation year is July 1<sup>st</sup> of the previous year to June 30<sup>th</sup> of the current year. Any person graduating during this timeframe will be included in the graduation rate data for that year. Graduation rates must be calculated and submitted by each accredited program in the MACTE Annual Report.

MACTE uses a cohort Graduation Rate Calculator to help calculate graduation rates. The Graduation Rate Calculator is available for download from the MACTE website from the Document Library resources page. The information in this section will help explain how to use the Graduation Rate Calculator and how the graduation rate is calculated and used by MACTE.

Each year, the program is responsible for submitting the graduation rate for each cohort whose course cycle ended after June 30<sup>th</sup> of the previous year and prior to July 1<sup>st</sup> of the current year. A cohort is a group of newly enrolled adult learners in the same course cycle that is expected to graduate at the same time. Therefore, the cohort’s graduation rate shows the percentage of the cohort’s adult learners that graduated on time at the conclusion of its course cycle.

For programs that have more than one cohort finishing in the reporting year, multiple graduation rates should be calculated (one per cohort).

To help calculate the graduation rate, first answer the question, “Who is in your Cohort?” The cohort may consist of:

1. **First Time Enrollees:** Adult learners who enroll in the Montessori teacher education course cycle for the first time.
2. **Transfers In:** Adult learners that transfer into a cohort from another recognized program after the course cycle begins.
3. **Continuing Adult Learners (graduating with cohort):** Adult learners who did not complete a course cycle as originally scheduled in the past but are now graduating during the current reporting year.

Upon completion of the certification course cycle, each of the cohort’s adult learners will fall into one of the following categories:

1. **On-Track Graduate:** First Time Enrollee who graduates on schedule.
2. **Off-Track Graduate:** Continuing Adult Learner from a previous course cycle who graduates during the current reporting year.
3. **Non-Completer:** Adult learner who leaves the program permanently during the course cycle for reasons of withdrawal or dismissal.
4. **Transfers Out:** Adult learner who transfers out of a cohort to another recognized program after the course cycle begins.
5. **Continuing Adult Learner:** An adult learner who does not complete a course cycle as originally scheduled and continues an off-track schedule to complete the program.

The following image shows how the *Graduation Rate Calculator* is set up.

<table>
<thead>
<tr>
<th>Table 1.3 Graduation Rate Calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is in your Cohort?</strong></td>
</tr>
<tr>
<td><strong>FIRST TIME ENROLLEE</strong></td>
</tr>
<tr>
<td>Transfer In</td>
</tr>
<tr>
<td>Continuing Adult Learners: (Graduating with Cohort)</td>
</tr>
<tr>
<td>Total Cohort #</td>
</tr>
</tbody>
</table>

To use the *Graduation Rate Calculator*, the program must fill in each number input box (shown as white boxes) in the calculator. Upon completion, the Graduation Rate will automatically be calculated and shown below the table. Further instructions and definitions of each term are included with the calculator.
The Cohort Graduation Rate is determined by the following formula:

\[
\text{On-Track Graduates} + \text{Off-Track Graduates} \\
\text{First Time Enrollees} + \text{Continuing AL’s (Graduating w/ Cohort)} + \text{Transfers In} – \text{Transfers Out}
\]

In short, the calculation can be viewed as follows:

\[
\frac{\text{Total Graduates}}{\text{Total Cohort #} - \text{Total Transfers Out}}
\]

Programs housed within a College or University must report graduation rate data using the mechanism established by their institution.

See Section I.5 for information regarding how Graduation Rates are used by MACTE, what the required thresholds are, and what happens if a program falls below this threshold.

### I.4 Placement Rates

For reporting purposes, a graduation year is July 1\(^{st}\) of the previous year to June 30\(^{th}\) of the current year. Any person graduating during this timeframe will be included in the graduate placement data for that year.

Timeline:

1. Every July, accredited programs distribute placement surveys to each adult learner that completed a certification course between July 1\(^{st}\) of the previous year and June 30\(^{th}\) of the current year. Some programs will be able to complete the distribution process much earlier as their course cycle timelines allow.
2. Accredited programs gather the data returned and prepare for submission in the MACTE Annual Report, due no later than October 1\(^{st}\) each year.

MACTE has developed a standard *Placement Rate Survey* available to download from the MACTE website on the Document Library resource page. Accredited programs may use this example survey or develop their own. The following reporting categories should be included in placement rate surveys:

- Employed full time in a Montessori classroom
- Committed to military service
- Accepted and plan to matriculate into a program of further study
- Seeking employment
- Seeking continuing education
- Not seeking employment
1.5 MACTE Threshold Requirements

MACTE believes that acceptable graduation and employment rates are important outcome and quality measures. Accredited institutions and programs are expected to make substantial efforts to enhance adult learners’ ability to successfully complete their certification courses and to gain employment in the Montessori field following graduation.

Measures of continuing quality and compliance with the MACTE Quality Principles and Criteria include graduation rates and placement rates. MACTE’s standard for graduation and placement rates is 70%. MACTE monitors these rates as part of the annual reporting process. Graduation and placement rate calculation methods are addressed above in Sections I.3 and I.4.

If the program’s graduation or placement rate falls below the 70% threshold for two consecutive cohorts for any one certification course level, the program will receive a letter from the MACTE office and will be required to submit an acceptable Narrative Explanation and Improvement Plan (NEIP) within three (3) months of receiving the letter.

Using the NEIP, the program will identify possible contributors to low graduation/placement rates and how the program plans to improve these measurements in the next two years.

If a program continues to fall below the 70% threshold, the MACTE board reserves the right to review the circumstances and make a determination whether or not the program should remain in good-standing.

1.6 Teach-out Agreements

A teach-out plan is a written plan developed by a program that provides for the equitable treatment of adult learners if a program that provides one hundred percent (100%) of at least one certification course ceases to operate before all adult learners have completed their course of study. A teach-out plan may include a teach-out agreement between accredited programs. An accredited program is required to submit a teach-out 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 level;
2. MACTE acts to withdraw or revoke the program’s accreditation;
3. A State licensing or authorizing agency notifies MACTE that a program’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.
A teach-out agreement may be part of a teach-out plan. It is a written agreement between MACTE accredited programs that provides for the equitable treatment of adult learners and a reasonable opportunity for adult learners to complete their course of study if a program that provides one hundred percent (100%) of at least one certification course offered ceases to operate before all enrolled adult learners have completed their program of study. The teach-out agreement outlines the process for current adult learners to complete the program at an alternative location. The requirements of the teach-out agreement are listed below.

1. The teach-out agreement exists between the program ceasing operations and another MACTE accredited teacher education program.
2. The teach-out program 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 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 may require an accredited program to enter into a teach-out agreement as part of its teach-out plan.

**Requirements for Submission of Teach-Out Plan**

An accredited program must submit a teach-out plan to MACTE within thirty (30) calendar days of withdrawal or revocation notification. The teach-out plan must include the following:

- A detailed narrative addressing the plan for all currently enrolled adult learners completion;
- List of enrolled adult learners still in the process, include current address, telephone number, and email address;
- Documentation of proof of notification of withdrawal/revocation to currently enrolled adult learners, including their options for completion;
- Timeline for completion of program responsibilities to enrolled adult learners;
- Address where records of past graduates will be maintained;
- Contact person including contact information (address, telephone, email);
- Teach-out agreement, if applicable.
If the teach-out plan includes a teach-out agreement, the program must submit the following:

- Copy of the teach-out agreement, including name of program and the certification course level to which the teach-out agreement applies, and the anticipated date of closing or discontinuance of the pertinent program. The agreement must be signed by the chief executive officers of both programs;
- Map showing geographic proximity of the programs;
- Analysis of content and schedules showing compatibility of program structure and scheduling;
- Notification of closure and terms of the potential teach-out agreement to enrolled adult learners and verification of mailing address.

**MACTE Review of Teach-Out Plan**

Upon submission, the MACTE office will review the teach-out plan within fifteen (15) calendar days of receipt. Requests for additional documentation or plan revision will be made within the fifteen (15) calendar day timeframe. Once MACTE approves the teach-out plan, the office will notify the program and any programs included in a teach-out agreement of approval.

**1.7 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 420 Park Street, Charlottesville VA 22902, Phone: 434-202-7793, Fax: 888-525-8838, E-mail: info@macte.org, website: www.macte.org

**Maintenance of Internal Complaints**
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 that 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 applicant. 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.

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 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 statements 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 (90) 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.
SECTION J: DISTANCE EDUCATION POLICY

J.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:

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.

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 education.

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.

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 hours 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]

J.2 Review of Distance Education Certification Courses

Accredited programs must submit an Application for Substantive Change 5B: Addition of Distance Education Program once they are delivering 10% or more of the total minimum academic course hours for the course level via distance education. The program must submit a Substantive Change for every additional 10% of the total minimum academic course hours migrated to distance education.

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 and Self-Study. The On-Site Verification Visit (OSVT) must occur during the residency phase of instruction. During the OSVT, all components of the course, distance and residential, will be examined. The OSVT 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:

1. 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.
2. Regardless of course delivery, the course content must remain the same.
3. The program must ensure that adult learners have access to adequate resources and skills to participate effectively in distance education.
4. Appropriate technical assistance must be available to adult learners and faculty members.
5. Faculty members must have training appropriate to their respective roles in the distance education certification course.
6. The program must have effective means to support, monitor, and evaluate the work of faculty.
7. The on-line community of faculty and adult learners and among adult learners must be reflected in the design of the certification course.
8. The program must have a plan for comprehensive, ongoing evaluation of the distance education certification course, and must provide documentation regarding the evaluation process.
9. 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.
10. 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 K: FOR AFFILIATES

K.1 Affiliate Requirements

Montessori organizations, consortia, or groups of independent programs, which meet the criteria listed below, may apply for affiliation with MACTE. 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;
6. Is responsible for keeping its constituents informed about the activities of MACTE;
7. Is committed to cooperation with all participating organizations and institutions.

K.2 Applying for Affiliation

To apply for affiliation as a Montessori organization, consortium, or group of independent programs, a completed application and fee should be submitted to MACTE. The MACTE office should be contacted to start the application process and to access the Affiliation Application. Once the completed application and fee are submitted, the MACTE Board reviews the documentation and votes on acceptance.

K.3 Affiliate Fees

Affiliated Montessori organizations, consortia, and groups of independent programs are responsible for the following fees. The fee amounts are listed in the most recent MACTE Fee Schedule.

1. Application Fee – The application fee is due upon submission of the application.
2. Annual Fees – Each affiliate organization is billed September 1st. Fees are calculated based on the number of course levels offered by accredited, affiliated programs.
Appendix I: Glossary

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

**Accreditation (1):** A process for assessing and enhancing academic and educational quality through voluntary peer review.

**Accreditation (2):** The status of public recognition that MACTE grants to an educational program that has evidence that it meets MACTE’s standards, quality principles, and requirements.

**Accreditation Management Portal:** The accreditation software provided by MACTE for development of the *Self-Study*, completion of On-Site Verification Reports, and submission of annual reports.

**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.

**Affiliating Organization:** a Montessori professional society or trade association, which is national or international in scope.

**Articulation Agreement:** an agreement between two (2) or more programs. Examples: transfer of credit, acceptance of adult learners.

**Asynchronous Communications:** communications in which individuals participate at different times (or non-simultaneously).

**Audit:** when an adult learner takes coursework for professional development or personal enrichment. No credits or grade points are earned in audited courses, these courses are not applicable toward a credential.

**Bonding:** an acceptable method for a program to demonstrate its financial viability by a surety agreement (insurance policy), to be used to cover funds to adult learners in the event the program closes before completion of its Montessori teacher education certification course(s).

**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, either synchronously or asynchronously.

Document: to provide tangible evidence.

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

Encumbered Funds: an acceptable method for the program sponsored by a public school or district to demonstrate its financial viability by a surety agreement that commits a specified part of the public institution’s funding, to be used to cover refunds to adult learners in the event the Montessori teacher education program closes before completion of its certification course(s).

Escrow Account: an acceptable method for a program to demonstrate financial viability by committing funds held in escrow, to be used to cover refunds to adult learners in the event the program closes before completion of its Montessori teacher education certification course(s).

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.

Legally Authorized/Registered: filed and approved as a legal entity (e.g., association, corporation, partnership, DBA [doing-business-as], or sole proprietorship) as required by law within the state or
states of the U.S. or country/countries outside the U.S. in which the program operates its Montessori teacher education certification course(s).

**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.

**Recognized Montessori Credential (for teacher education program faculty):** a credential issued from a MACTE accredited teacher education program. All credentials issued from non-MACTE accredited programs will be reviewed independently by way of an established rubric. The rubric, along with Portfolio requirements, is available for review on the MACTE website.

**Reporting Status:** *Reporting Status* is given when a program falls below the reporting threshold requirements (70% for completion and/or placement rates) for two (2) consecutive years. See Section I.5 for information regarding threshold requirements.

**Residency Requirement:** number of clock hours an adult learner is required to be on campus.

**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.
Synchronous Communication: communications in which interactions between participants are simultaneous or in “real time”.

Teach-Out Plan: A teach-out plan is a written plan developed by a program that provides for the equitable treatment of adult learners if a program that provides one hundred percent of at least one certification course, ceases to operate before all adult learners have completed their course of study and may include a teach-out agreement between accredited programs.

Teach-Out Agreement: A teach-out agreement may be part of a teach-out plan. It is a written agreement between MACTE accredited programs that provides for the equitable treatment of adult learners and a reasonable opportunity for adult learners to complete their course of study if program that provides one hundred percent of at least one certification course offered, ceases to operate before all enrolled adult learners have completed their program of study.

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

Withdrawal: voluntary termination of enrollment by the adult learner before the Montessori certification course is completed.
Appendix II: Accreditation Process for Initial/Renewal Applicants

Initial Applicants

Initial applicants are programs seeking MACTE accreditation for the first time. Initial applicants may also refer to programs that held MACTE accreditation in the past and are reapplying after a gap in their accreditation recognition. It is important to note that MACTE does not assist in the development of Montessori teacher education programs. MACTE provides support throughout the accreditation process. Often times, a program’s affiliating organization will assist programs in the initial development stage. For information regarding affiliating organizations, see Section B.3.

The following is the step-by-step accreditation process for Initial Applicants:

1. Download the Guide and Accreditation Application: Download the most current MACTE Guide to Accreditation and Accreditation Application from the MACTE website. This will be your guide to the accreditation process. The Guide outlines requirements for seeking accreditation, maintaining accreditation as well as fees associated with accreditation.

2. Contact the MACTE office: Schedule a consultation meeting with MACTE’s Vice President for Accreditation. The purpose of this consult is to establish a realistic timeline for the accreditation process and ensure the program has the most updated required documentation for the application process.

3. Sign up for information sessions: MACTE offers a free Accreditation Overview Webinar. It is highly recommended that initial applicants participate in this webinar that is offered bi-monthly. Anyone can register for the free Accreditation Overview Webinar on the MACTE website.

4. Contact the affiliating organization: All MACTE accredited programs must affiliate with a MACTE recognized affiliate. Prospective programs will need to research each of the recognized affiliates and contact them directly for information pertaining to the process of affiliation.

5. Establish a realistic timeline: The accreditation process can take anywhere from one to three years. Once an initial applicant has committed to the accreditation process, MACTE will aid in establishing a realistic timeline. There are many factors that go into establishing this timeline including, but not limited to:
   - Has the program initiated contact with an affiliating organization?
   - Has the program developed a curriculum?
   - Does the program have qualified faculty members?
• Does the program have interested adult learners ready to begin training?
• Does the program have the capacity to operate (a building, materials, financial stability, etc.)?
• Does the program understand all local regulations for running a program? Has it sought out recognition from the appropriate local agencies?

6. Register for a Self-Study Writing Workshop Webinar: After a timeline has been established and the program has contacted the affiliating organization, it is recommended that the program register for a Self-Study Writing Workshop Webinar. Registration information can be found on the MACTE website. This webinar will walk participants through the Self-Study writing process from beginning to end focusing on each required section of the Self-Study. The webinar will share an example Self-Study, give clear instructions regarding the compilation requirements of the Self-Study as well as answer any questions regarding the Self-Study writing and accreditation processes.

7. Submit MACTE’s Accreditation Application, Application Fee and Self-Study: Programs may submit their Accreditation Application, Accreditation Fees and Self-Study at the same time, or they may submit the Accreditation Application and Fees before the Self-Study. Once the program has submitted the Accreditation Application and Fees it has twenty-four (24) months to submit the Self-Study. After twenty-four (24) months the program must resubmit an Accreditation Application and Fee. Self-Study documentation must be submitted twelve (12) months prior to the program’s prospective On-Site Verification Visit. Please note, it is important the teacher education program has prospective on-site dates in the spring, fall and/or winter. A summer On-Site Verification Visit may be a first choice, but finding volunteers during this time can prove difficult.

8. Advertise your program correctly: After the Accreditation Application and Fees have been submitted and it has been approved, the program may advertise as an “Applicant in Good Standing”. Please see Section G.1 for MACTE’s Advertising Guidelines.

9. Complete the MACTE review Process: Once the Self-Study has been submitted, reviewed and approved by MACTE and the affiliating organization an On-Site Verification Visit is scheduled. See below for information regarding the entire review process.

10. Once the On-Site Verification Visit has taken place the program will be placed on the next quarterly MACTE Board Meeting Agenda.

Documents Required for the Accreditation Process
• MACTE Guide to Accreditation
• MACTE Accreditation Application
• MACTE Faculty Summary Table 3.1
Renewal Applicants

The renewal of accreditation process differs slightly from the initial applicant process. The following information provides the timeline and steps for renewal applicants.

1. **Reminder Letter:** At least one (1) year prior to a program’s renewal of accreditation date MACTE will send a reminder letter to the Program Director. At this time the program should begin the renewal of accreditation process if they have not done so already.

2. **Download the Guide and Accreditation Application:** Download the most current MACTE Guide to Accreditation and Accreditation Application from the MACTE website. This will be your guide to the accreditation process. The Guide outlines requirements for seeking accreditation, maintaining accreditation as well as fees associated with accreditation.

3. **Register for a Self-Study Writing Workshop Webinar:** MACTE recommends renewal programs register for a Self-Study Writing Workshop Webinar. Registration information can be found on the MACTE website. This webinar will walk participants through the Self-Study writing process from beginning to end focusing on each required section of the Self-Study. The webinar will share an example Self-Study, give clear instructions regarding the compilation requirements of the Self-Study as well as answer any questions regarding the Self-Study writing and accreditation processes.

4. **Submit the program’s Accreditation Application, Application Fee and Self-Study:** The program’s Self-Study, Application and Application Fee are due at least six (6) months prior to the program’s prospective On-Site Verification Visit. Please note, it is important the teacher education program has prospective on-site dates in the spring, fall and/or winter. A summer On-Site Verification Visit may be a first choice, but finding volunteers during this time can prove difficult.

5. **Complete the MACTE review Process:** Once the Self-Study has been submitted, reviewed and approved by MACTE and the affiliating organization an On-Site Verification Visit is scheduled. See below for information regarding the entire review process.

6. Once the On-Site Verification Visit has taken place the program will be placed on the next quarterly MACTE Board Meeting Agenda.

Documents Required for the Accreditation Process
- MACTE Guide to Accreditation
- MACTE Accreditation Application
- MACTE Faculty Summary Table 3.1

Review Process for Initial/Renewal Applicants
The following details the MACTE review process once an Initial or Renewal Accreditation Application, Application Fee(s) and Self-Study has been submitted.

Please Note: The review process will not begin until Application fees have been received in the MACTE office.

1. The program submits the Self-Study to the MACTE office.

2. The program is added to the Vice President for Accreditation’s Document Review Que.

3. The Vice President for Accreditation completes an Initial Office Review within fifteen (15) business days. If, for any reason, the initial review period extends outside of the fifteen (15) business day review timeframe, the Vice President for Accreditation will notify the program. This may happen when there are a large number of documents waiting for review.

4. The Vice President for Accreditation provides the program with an Initial Office Review. The Initial Office Review will verify the following:

   • Self-Study is complete and inclusive of all required components;
   • Program syllabi include all required components;
   • Faculty Table 3.1 is included and complete;
   • Organizational Chart is included and complete.

5. The program has fifteen (15) business days to respond to requests made in the Initial Office Review.

6. Once the Initial Office Review process is complete, the Self-Study is shared with the MACTE reader. The MACTE Reader has 30 business days to complete a comprehensive content review. Within thirty (30) business days the MACTE reader provides feedback to the Vice President of Accreditation regarding the program’s compliance with the MACTE Quality Principles and Criteria.

7. The Vice President for Accreditation compiles the formative feedback into a Staff Analysis and sends to the Program Director.

8. The program then has fifteen (15) business days to respond to the Staff Analysis and provide any requested revisions noted in the Staff Analysis. Note: Each program is afforded two rounds of formative feedback with the MACTE reader. If the program is not able to satisfy MACTE reader requests after two rounds of formative feedback, MACTE will request the program reflect on what is being asked and resubmit the Self-Study in no fewer than twelve (12) months. [rev. 04/16]
9. Once MACTE and the program’s affiliating organization have completed the reader review process, an On-Site Verification Visit will be scheduled.

*Important Note: Some affiliating organizations complete a joint review of the program’s Self-Study. In such cases, MACTE and the affiliating organization work together to review the Self-Study. Programs must satisfy revision requests to both MACTE and its affiliating organization at each state of the review process before either organization will move forward to the next step of the review phase. On-Site Verification Visits will NOT be scheduled without approval from the program’s affiliating organization.*