

MACTE Guide to Accreditation



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TABLE OF CONTENTS

MACTE'S GUIDE TO ACCREDITATION	3
SECTION A: HISTORY OF MACTE	4
A.1 MACTE's Mission Statement	4
A.2 Accreditation in the United States	4
A.3 Benefits of MACTE Accreditation	5
SECTION B: OVERVIEW OF THE MACTE ACCREDITATION PROCESS	7
B.1 Eligibility for Initial and Renewal Accreditation	7
B.2 Quality Principles and Criteria	7
B.3 Affiliation	8
B.4 Accredited Course Levels	9
B.5 Distance Education	9
B.6 Overview of Costs	10
B.7 MACTE Resources	13
B.8 Ethics and Plagiarism	13
SECTION C: WRITING THE <i>SELF-STUDY</i>	15
C.1 The <i>Self-Study</i> Process	15
C.2 <i>Self-Study</i> Writing and Review	15
C.3 Third-Party Comments	18
SECTION D: <i>SELF-STUDY</i> QUALITY PRINCIPLES AND CRITERIA	19
D.1 MACTE's Quality Principles	19
D.2 Minimum Requirements for Each Course Level	20
D.3 Competencies for Montessori Teacher Candidates	21
D.4 The <i>Self-Study</i> Quality Principles and Criteria	24
D.5 <i>Self-Study</i> Section 1 - Teacher Preparation Program Summary	24
D.6 <i>Self-Study</i> Section 2 - Quality Principle I: Evidence of Candidate Learning	25
D.7 <i>Self-Study</i> Section 3 - Quality Principle II: Faculty Learning and Inquiry	29
D.8 <i>Self-Study</i> Section 4 - Quality Principle III: Program Capacity	34
D.9 <i>Self-Study</i> Section 5 - Distance Education Requirements	39
D.10 <i>Self-Study</i> Section 6 - Appendix A - Adult Learner Handbook(s)	40
D.11 <i>Self-Study</i> Section 7 - Appendix B - AMS Affiliate Requirements	44
D.12 Other Teacher Education Program Affiliation Requirements	47
D.13 Review of the Quality Principles & Criteria	48
SECTION E: ON-SITE VERIFICATION VISIT	49
E.1 On-Site Verification Visit Overview	49
E.2 On-Site Verifiers	50
E.3 On-Site Visit Expenses	51
E.4 On-Site Verification Team Report	51

SECTION F: THE ACCREDITATION DECISION	52
F.1 MACTE Final Review	52
F.2 MACTE Board Action	52
F.3 Term of Accreditation	52
F.4 Reconsideration/Appeal	53
F.5 Regard for State and Other Accreditor Decisions	55
F.6 Maintenance of Records and Availability of Materials	56
SECTION G: PUBLICATION OF ACCREDITATION STATUS	58
G.1 Publication Guidelines and Requirements	58
G.2 Accreditation Status Definitions	60
SECTION H: SUBSTANTIVE CHANGES	64
H.1 Substantive Change List	64
H.2 Reporting Substantive Changes to MACTE	64
H.3 Change 1: Legal or Program Name	64
H.4 Change 2: Mission Statement or Objectives of the Institution	64
H.5 Change 3: Director and/or Faculty/Staff Composition	65
H.6 Change 4: Time Structure or Length of an Accredited Certification Course	65
H.7 Change 5: Curriculum	65
H.8 Change 6: Legal Status, Control, or Ownership of the Institution	66
H.9 Change 7: Relocation of Permanent Site or Additional Site	66
H.10 Change 8: Additional Location (Additional Site/Contract Site/Residency Site)	66
H.11 Establishment of a Branch Campus	69
H.12 Establishment of a Teaching Site	69
SECTION I: ACCREDITED PROGRAM REQUIREMENTS	70
I.1 Adult Learner Registration and Graduation Procedures	70
I.2 Annual Reporting	73
I.3 Graduation Rates	73
I.4 Employment Rates	74
I.5 MACTE Threshold Requirements	75
I.6 Teach-out Agreements	75
I.7 Complaints	77
SECTION J: DISTANCE EDUCATION POLICY	81
J.1 Definition of Distance Education	81
J.2 Review Process for Distance Education Courses	81
SECTION K: FOR AFFILIATES	83
K.1 Affiliate Requirements	83
K.2 Applying for Affiliation	83
K.3 Affiliate Fees	83
Appendix: Glossary	84

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 requirements once a program is accredited. Before starting the accreditation process, program personnel should read and understand each section of the Guide.

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

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SECTION A: HISTORY OF MACTE

A.1 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.2 Accreditation in the United States

The United States Department of Education (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 a recognized accreditor's criteria are then considered accredited.

Role of the United States Department of Education (USDE)

Under the Higher Education Act (HEA), the USDE recognizes accreditors 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 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 accreditors 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 USDE defines two basic types of educational accreditation: institutional and specialized/programmatic. MACTE is recognized 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. To maintain consistency in this Guide, we will use the term “program” to cover both programmatic and institutional accreditation.

A.3 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 teacher preparation 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, on-site verifiers, and 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 learners' 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 with accreditation moving away from a policing role toward a more holistic approach. Accreditation encourages programs to develop higher standards and strive for 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 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

College Accreditation in the United States. (2018, April 09). Retrieved from <https://www2.ed.gov/admins/finaid/accred/index.html>

SECTION B: OVERVIEW OF THE MACTE ACCREDITATION PROCESS

B.1 Eligibility for Initial and Renewal Accreditation

The accreditation process is open to any 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 months before an on-site verification visit can take place. It is strongly suggested that a developing teacher education program contact MACTE at least 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.

Programs may offer several certification course levels. Each level offered by a program must be accredited. Currently accredited programs have until September 30, 2020 to submit a MACTE application for accreditation for all non-accredited course levels and locations. It should be noted that the on-site visit does not need to take place before the deadline; only the application needs to be submitted. Programs seeking initial accreditation can apply for one level at a time, with a period of two years between accreditation and submitting the application for subsequent levels. [rev. 04/18]

All accredited programs are required to join a MACTE-affiliated organization or group of independent programs.

B.2 Quality Principles and Criteria

The term “Quality Principles” refers to the three principles by which Montessori teacher education programs are evaluated for purposes of accreditation. The MACTE 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 MACTE Quality Principles 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 they avoid provisions that may be seen as arbitrary. They are qualitative and quantitative. They are designed to promote quality and stability while accommodating reasonable variations and special characteristics. MACTE Quality Principles are intended to acknowledge, respect, and complement the rights of programs and organizations to be self-defining and self-determining.

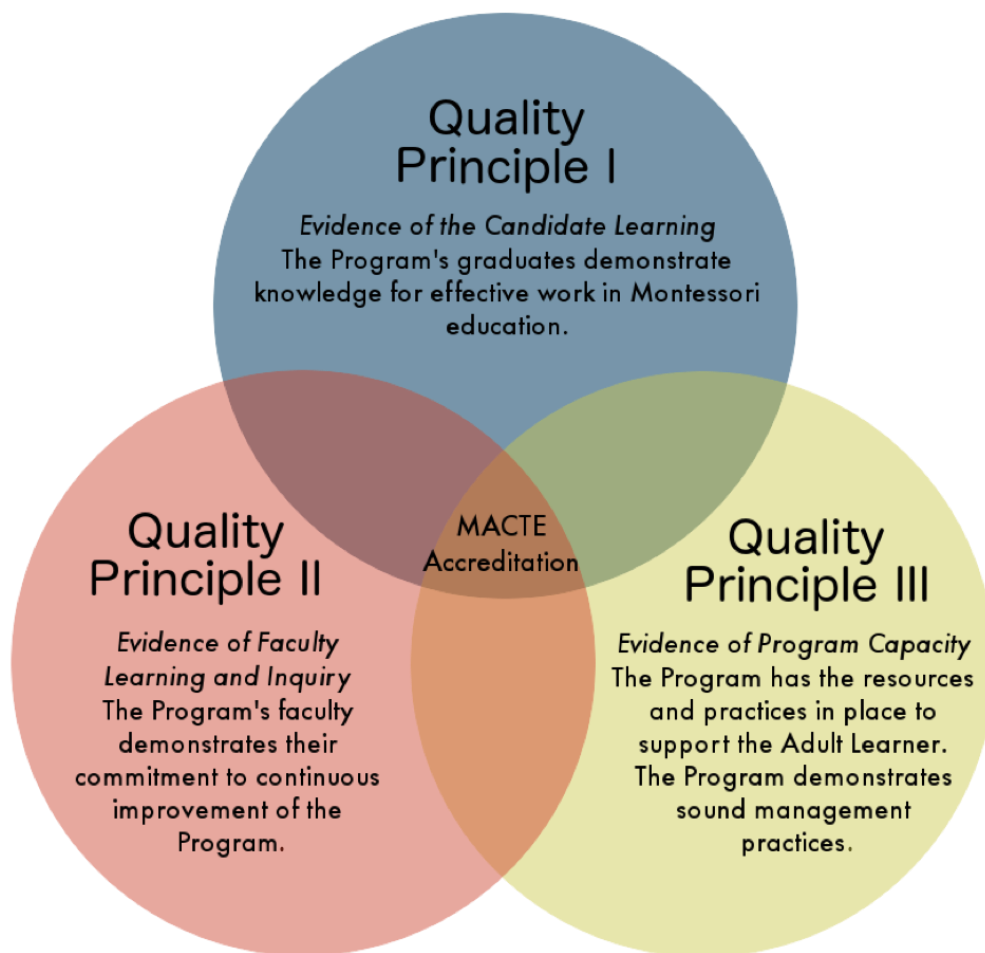


Diagram of MACTE's Quality Principles

Criteria accompanying each MACTE 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 MACTE 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
Association Montessori International (AMI) www.amiusa.org
Independent (IND) kayihang@springvalley.org
International Association of Progressive Montessori (IAPM) www.montessori-iapm.org
International Montessori Council (IMC) www.montessori.org
Montessori Educational Programs International (MEPI) www.mepiforum.org
Montessori Institute of America (MIA) www.mia-world.org
The Pan American Montessori Society (PAMS) www.montessori-pams.org

B.4 Accredited Course Levels

MACTE accredits the following teacher education course levels:

Infant and Toddler (IT): Birth through three (0-3) years of age
Early Childhood (EC): Two and one half through six (2½-6) years of age
Elementary I (EL I): Six through nine (6-9) years of age
Elementary II (EL II): Nine through twelve (9-12) years of age
Elementary I-II (EL I-II): Six through twelve (6-12) years of age
Secondary I (SEC I): Twelve through fifteen (12-15) years of age
Secondary I-II (SEC I-II): Twelve through nineteen (12-19) 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, Elementary I-II, and Elementary II), a separate *Self-Study* is required for each level. However, if an institution offers both Elementary I and Elementary I-II, or both Secondary I and Secondary I-II teacher education courses, separate *Self-Studies* are **not** required; the Elementary II teacher education course requires a complete *Self-Study*.

B.5 Distance Education

If a MACTE accredited program chooses to offer 10% of their certification course levels via distance education, there are guidelines that must be followed. All course levels must include at least 120 in-residence academic clock hours. Elementary I-II and Secondary I-II 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* for information on distance education.

B.6 Overview of Costs

MACTE's operations are supported primarily by annual and adult learner fees from accredited programs and affiliate 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 from the MACTE website. Every two years fees are evaluated and approved by the MACTE Board of Directors and are subject to change.

In addition to the fees listed in the below *MACTE Fee Requirements Table*, 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*, which is available for download from the MACTE website.

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

MACTE Fee Requirements Table

ANNUAL PROGRAM FEES	
Billed: July 1 st of each year	<ul style="list-style-type: none">▪ Annual fees are payable each year of a program's accreditation term.▪ Annual fees are billed for each accredited course level, whether or not a course cycle is conducted in a particular year.▪ Additional location fees are billed annually for each accredited course level at each location.▪ New programs that receive accreditation during the current fiscal year do not need to pay annual fees until the beginning of the next fiscal year. <p>Late Penalty:</p> <ul style="list-style-type: none">▪ A late fee of \$100.00 is charged if annual dues are not paid within 90 days of the invoice date and the program runs the risk of being put on Administrative Probationary Accreditation status.
ACCREDITATION APPLICATION FEES	
Due: with application	<ul style="list-style-type: none">▪ The program's application for Initial or Renewal accreditation must be submitted with payment.▪ A one-time application fee is paid to MACTE for each teacher education course level. When seeking accreditation for multiple levels at the same time, a reduced price is assessed after the first level.▪ Portal access will not be given until fees are received.▪ Once paid, fees are valid for 24 months.
SUBSTANTIVE CHANGE FEES	

Due: with application	<ul style="list-style-type: none"> Substantive change fees are due with submission of the substantive change application. 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 or Additional Site, and New Additional Location. 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.
CONTRACT SITE FEES	
Due: upon contract site achieving Full Accreditation status	<ul style="list-style-type: none"> Contract site fees are billed for the entire length of the contract and for each course level at the time accreditation is granted. Adult learner fees are also due in-full at that time.
ADULT LEARNER FEES (for free-standing institutions)	
Due: by 15 th of second month after the start of the TEP's academic course cycle [rev. 04/17]	<ul style="list-style-type: none"> Must be paid with corresponding Adult Learner Registration List by the due date. <p>Due Date Calculation Example: Start Date on Registration List: Registration & Fee Due Date: September (any), 20XX November 15, 20XX [rev. 04/17]</p> <ul style="list-style-type: none"> The current adult learner fees are published in the most recent <i>MACTE Fee Schedule</i> found on MACTE's website. After the registration and fee due date has passed, the adult may not transfer their adult learner registration and fee to a different course level. <ul style="list-style-type: none"> Exception: If an EL I or SEC I adult learner has not graduated, the adult learner has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the adult learner fee. Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office. [rev. 04/18] <p>Late Penalty [rev. 04/16]:</p> <ul style="list-style-type: none"> The current adult learner fee will be charged regardless of the adult learners' start date. Adult learner fees not paid by the due date will be assessed as follows: <ul style="list-style-type: none"> - 5% of total if paid within six months after the payment due date - 10% of total if paid within one year after the payment due date - 15% of total if paid after one 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 put a TEP at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES (for college or university programs)	
<p>Due: by 15th of second month after the start of the practicum [rev. 04/17]</p>	<ul style="list-style-type: none"> Must be paid with corresponding Adult Learner Registration List, due at the beginning of the practicum. <p>Due Date Calculation Example: Start Date on Registration List: Registration & Fee Due Date: September (any), 20XX November 15, 20XX [rev. 04/17]</p> <ul style="list-style-type: none"> The current adult learner fees are published in the most recent <i>MACTE Fee Schedule</i> found on MACTE's website. After the registration and fee due date has passed, the adult may not transfer their adult learner registration and fee to a different course level. <ul style="list-style-type: none"> Exception: If an EL I or SEC I adult learner has not graduated the adult learner has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the Adult Learner Fee. Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office. [rev. 04/18] <p>Late Penalty [rev. 04/16]:</p> <ul style="list-style-type: none"> The current adult learner fee will be charged regardless of the adult learners' start date. Adult learner fees not paid by the due date will be assessed as follows: <ul style="list-style-type: none"> - 5% of total if paid within six months after the payment due date - 10% of total if paid within one year after the payment due date - 15% of total if paid after one year of the payment due date Program is responsible for payment of late fee which cannot be assessed to the adult learner. Late payments will put a TEP at risk of Administrative Probationary Accreditation status.
ADULT LEARNER FEES (for initial applicants)	
<p>Due: upon achieving Full Accreditation status</p>	<ul style="list-style-type: none"> The Adult Learner Registration List and adult learner fees are due immediately upon the program or additional site achieving Full Accreditation status.
RECONSIDERATION/APPEAL FEES	
<p>Due: within 30 calendar days of the Board's decision</p>	<ul style="list-style-type: none"> See <i>Section F</i> for more information on reconsideration and appeal.

B.7 MACTE Resources

MACTE Website

MACTE's website (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, news, and events. MACTE also sends out periodic newsletters via email with important news and updates. Sign up to receive MACTE newsletters via the MACTE website. In addition, all publications, required applications, and forms can be found at 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 Quality Principles and standards, details on the accreditation process and requirements, and guidelines.

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 feedback throughout the accreditation process and offers a variety of available services for further assistance. The MACTE staff is available to answer questions over the phone during normal business hours, Monday through Friday. Questions can also be emailed to accreditation@macte.org.

MACTE provides frequent *Self-Study* workshops and webinars that are open to those interested in initial or renewal accreditation. Upcoming workshops are listed on the MACTE website.

B.8 Ethics and Plagiarism

MACTE Code of Ethics

MACTE requires all programs, affiliates, and those involved with the accreditation process to adhere to the MACTE Code of Ethics:

The Montessori Accreditation Council for Teacher Education is committed to excellence in business and educational practices and services. Such a commitment requires all employees, verifiers, board members, affiliations, accredited teacher education programs, and other related parties to act in good faith at all times.

By engaging in work with MACTE, you commit and adhere to the following statements in the quest of the highest educational and business standards possible.

We are committed to the highest standards of honesty and integrity in teaching and business practices.

We support MACTE and the leadership of the MACTE Board of Directors and will not misrepresent its policies in public discussion.

We respect and protect confidentiality of all information pertaining to persons, institutions, and programs related to MACTE. We discuss confidential information only with authorized persons.

We refrain from negative or disparaging remarks about other people, programs, or affiliations.

We consistently put forth our best effort to promote high quality Montessori philosophy and methods.

We strive to ensure satisfaction with direct service to adult learners and the indirect service to children.

We protect participation in accreditation and credentialing without regard to race, sex, color, creed, or national origin. We advocate and practice just and equitable treatment of adult learners, staff, and colleagues.

We demonstrate responsible leadership and are committed to continuous improvement.

We abide by all rules, regulations, laws and ordinances that are applicable to operation in the city/state/country and all policies set out in the MACTE Guide to Accreditation.

We demonstrate respect for self, others, and environments.

We actively practice appropriate, respectful problem-solving techniques, including adhering to pertinent due process procedures for resolving disputes.

We promote personal and planetary peace. [rev. 4/18]

Plagiarism

Plagiarism is the practice of taking someone else's work or ideas and presenting and submitting them as your own. MACTE respects that each program is the owner of their syllabi and other documents. Any program found, at any time, to be using another program's publications without expressed permission will be subject to disciplinary review and action. [rev. 4/18]

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 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 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, concise, and written so that individuals unfamiliar with the program can develop an understanding of the environment in which the 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 program and certified as an accurate translator must translate the documents into English.

The *Self-Study* is submitted using MACTE's Accreditation Management Portal.

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* Writing and Review

Initial Applicants

Initial applicants are programs seeking MACTE accreditation for a course level 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*.

The following steps are recommended for initial applicants:

1. **Review the Guide and accreditation application.** Download the current *MACTE Guide to Accreditation* and accreditation application from the MACTE website.
2. **Schedule a consultation meeting** with a MACTE Accreditation Specialist. The purpose of this consult is to establish a realistic timeline for the accreditation process and ensure the program has the most updated documentation for the application process.
3. **Register for a Self-Study Writing Webinar;** information can be found 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. **Submit MACTE's accreditation application and fee** to receive access to the portal where the *Self-Study* is submitted.
6. **Submit the Self-Study.** Once the program has received portal access, it has 24 months to submit the *Self-Study*. After 24 months, the program must resubmit an accreditation application and fee. *Self-Study* documentation must be submitted 12 months prior to the program's prospective on-site verification visit. Please note that 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, as many verifiers are also teaching courses.
7. **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.

Renewal Applicants

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

1. **MACTE will send a renewal reminder email.** At least 18 months 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. **Review the Guide and accreditation application.** Download the current *MACTE Guide to Accreditation* and accreditation application from the MACTE website.
3. **Register for a Self-Study Writing Webinar;** information can be found on the MACTE website.

4. **Submit MACTE's accreditation application and fee** to receive access to the portal where the *Self-Study* is submitted.
8. **Submit the *Self-Study*.** The program must submit the *Self-Study* at least nine months prior to the target on-site dates. Please note that 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, as many verifiers are also teaching courses.
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.

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* have been submitted.

1. The program submits the *Self-Study* via the portal to the MACTE office.
2. The program is added to the Accreditation Specialists' document review queue.
3. An Accreditation Specialist will complete an Initial Office Review. The Initial Office Review will verify the following:
 - *Self-Study* is complete and contains all required components;
 - program's syllabi include all required components;
 - program's faculty is qualified and has complete paperwork;
 - tables and charts are included and complete;
 - the Adult Learner Handbook is complete.
4. The program has 15 business days to respond to requests made in the Initial Office Review.
5. Once the Initial Office Review process is complete, the *Self-Study* is shared with a MACTE reader to complete a comprehensive content review. The MACTE reader provides feedback to the Accreditation Specialist regarding the program's compliance with the MACTE Quality Principles and Criteria.
6. The Accreditation Specialist compiles the formative feedback into a Staff Analysis and sends it to the program director.
7. The program then has 15 business days to respond to the Staff Analysis and provide any requested revisions. **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 that the program reflect on what is being asked and resubmit the *Self-Study* in no fewer than 12 months. [rev. 04/16]

8. Once MACTE and the program's affiliating organization have completed the reader review process, an on-site verification visit will be scheduled. On-site verification visits will NOT be scheduled without approval from the program's affiliating organization.
9. Once the on-site verification visit has taken place, the program will be placed on the next quarterly MACTE Board meeting agenda for deliberation.

C.3 Third-Party Comments

Notice of the opportunity for public comment is posted on the MACTE website no less than two weeks prior to the program's on-site verification visit. The appropriate stakeholders (e.g., alumni, supervising teachers, heads of schools, faculty) 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 “MACTE Quality Principles” refers to the three principles by which Montessori teacher education programs are evaluated for purposes of accreditation. MACTE Quality Principles indicate mandatory conditions or actions, and each applicant must achieve substantial compliance with each of them in order to be granted accredited status. MACTE 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 both qualitative and quantitative. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. MACTE Quality Principles are intended to acknowledge, respect, and complement the rights of programs and institutions to be self-defining and self-determining.

Criteria

The criteria defines the ways the programs seeking accreditation are required to meet each MACTE Quality Principle. Substantial compliance with each of the criteria is required for accreditation. All courses and components are evaluated using the same MACTE Quality Principles, criteria, policies, and procedures. Programs offering course components online 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 programs MACTE accredits is the evidence that the graduates are competent, caring, and qualified educators. 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*

MACTE accreditation is based in part on the faculty's system of quality control. This system is the means by which the faculty finds evidence for Quality Principle I and 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 adult learner's ongoing education.

D.2 Minimum Requirements for Each Course Level

A Montessori teacher education program offers a comprehensive set of course levels which provide integrated academic and practicum experiences intended to qualify the graduate for a Montessori credential within a specified age range. Each course level must achieve substantial compliance with the MACTE Quality Principles as defined in the accompanying criteria.

Infant and Toddler (birth through 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 academic portion must include lecture, presentation with materials, and group process and discussion covering, but not limited to, sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music.

Early Childhood (2½ 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, covering, but not limited to, practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education. The practicum is comprised of 400 clock hours with at least 120 hours student teaching.

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, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. 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 additional student teaching hours, or additional academic contact hours.

Elementary II (9 through 12 years)

Completion of this level requires a minimum of 800 clock hours. A minimum of 200 academic clock hours is required, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with at least 120 hours student teaching in EL II environment. A minimum of 200 additional clock hours, at least 100 of which must address an academic overview of EL I, the other additional hours must include additional student teaching hours, or additional academic contact hours. [rev. 4/17]

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, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. 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 additional student teaching hours, 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, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings. The practicum is comprised of 1,000 clock hours 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 at the Secondary II level, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readings. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.

For all Course Levels

Academic and practicum clock hours exclude written and oral exams, lunches and other breaks, and translation time if the teacher education course is offered in one language and translated into another.

Practicum hours are defined as student teaching and/or observation. 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, and supervised practice. Practicum hours do not include independent research, material making, and/or album preparation. Each program should refer to its affiliating organization's requirements with regard to student teaching requirements and observation requirements.

D.3 Competencies for Montessori Teacher Candidates

Accredited programs are required to incorporate MACTE competencies into their course syllabi. The program must demonstrate how the competencies are being met. Each course level must target all of the MACTE Competencies. It is likely that certain competencies will be targeted multiple times in different course components. Each category of competencies allows the program to demonstrate how they are training the adult learners to be competent, caring, and qualified professionals.

MACTE Competencies Table

Categories of Competency:	Competencies – the adult learner understands the following as they relate to the course level:	Possible sources of evidence:
I. Content Knowledge – Understands the theory and content regarding:		
	1a. Montessori Philosophy	Written assignments, exams
	1b. Human Growth and Development	Written assignments
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ul style="list-style-type: none"> Level specific subject matter as outlined below* (practical life, language, geometry, etc.) Cosmic education Peace education The arts Fine and gross motor skills 	Albums, rationale papers, lesson write-ups, exams
	1d. Community resources for learning	Album, written assignments
II. Pedagogical Knowledge -- Understands the teaching methods and materials used regarding:		
	2a. Correct use of Montessori materials	Supervised practice with materials, blind draw exams
	2b. Scope and sequence of curriculum (spiral curriculum)	Participation in discussions, original lesson write-up, exams
	2c. The prepared environment	Written assignments
	2d. Parent/teacher/family/community partnership	Participation in discussion
	2e. The purpose and methods of observation	Observation reports, written assignments
	2f. Planning for instruction	Written assignments
	2g. Assessment & documentation	Child-study
	2h. Reflective practice	Yearlong journal
	2i. Support and intervention for learning differences	Written assignments, class discussion
	2j. Culturally responsive methods	Written assignments
III. Practice – Can demonstrate and implement within the classroom:		
	3a. Classroom leadership	Practicum observations, other evaluations during student teaching
	3b. Authentic assessment	Practicum observations, other evaluations during student teaching
	3c. Montessori philosophy and methods (materials)	Practicum observations, other evaluations during student teaching
	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Participation in discussion
	3f. Innovation and flexibility	Participation in discussion

Definition of level:

Infant and Toddler - Birth through three (0-3) years of age

Early Childhood - Two and one-half through six (2½-6) years of age

Elementary I - Six through nine (6-9) years of age

Elementary II - Nine through twelve (9-12) years of age

Secondary I - Twelve through fifteen (12-15) years of age

Secondary II - Fifteen through nineteen (12-19) years of age

*** Targeted subject matter areas by instructional level to include, but not limited:**

- Infant and 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, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.
- Secondary: mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings.

D.4 The *Self-Study* Quality Principles and Criteria

All documents referenced for download in the *Self-Study* can also be found on MACTE's website (macte.org/document-library). Please submit payment and the MACTE accreditation application to accreditation@macte.org in order to receive portal access.

D.5 *Self-Study* Section 1 - Teacher Preparation Program Summary

1.1 Write 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 Write the program's mission statement.

1.3 Describe the distinguishing characteristics of the program.

1.4 Write a summary of the process of developing the *Self-Study*. Items to be addressed: How did your program go about completing the writing process? Who was involved? Was the process collaborative? If a consultant was used during the preparation of the *Self-Study*, explain the consultant's role in the process. What are the plans for changes in your program as a result of writing the *Self-Study*?

1.5 Summarize the demographics of the program's adult learner.

1.6 If the program is within a college or university, list any additional accrediting agencies (e.g. Council for the Accreditation of Educator Preparation [CAEP], Southern Association of Colleges and Schools Commission on Colleges [SACSCC]).

1.7 Complete the Program Hours Table. See below for MACTE guidelines.

- Total academic clock hours: Includes lectures, demonstrations, and integrated practice with materials with the certification course instructor(s).
- Hours in residence: Number of clock hours an adult learner is required to be on campus (programs with distance education only).
- Hours via distance education: Number of clock hours in which program components are delivered to adult learners who are not in residence with the instructor, either synchronously or asynchronously (programs with distance education only).
- Total practicum hours: 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.

- Hours student teaching: Includes hours of practicum spent in the classroom actively practicing with children. If the program does not make a distinction between practicum and student teaching hours, enter not applicable.
- Total additional clock hours: If your program has additional hours not considered academic or practicum, explain below.
- Total program hours: Total academic hours + total practicum hours + total additional clock hours

Total academic hours		hours in residence (programs with distance education only)		hours via distance education (programs with distance education only)
	=		+	
Total practicum hours		hours student teaching		additional practicum hours
	=		+	
Total additional hours				
Total program hours				

On-Site Verification Documentation Requirements for *Self-Study* Section 1 – Program Summary

The following must be made available to the on-site verification team:

- 1.8** If a program is within a college or university and holds accreditation from another accrediting agency, evidence of this accreditation must be provided.
- 1.9** Provide evidence of legal authorization to operate:
- Within the U.S.: The program must provide evidence of state legal authorization or registration.
 - Internationally: The program must provide evidence of legal authorization, registration, or approval from a government agency.
- 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.6 *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 to include all of the following:

- title of course component and number (if applicable)
- instructor(s)
- academic clock hours
- MACTE competencies (designated with numbering used in the MACTE competencies table in *Section D* of the Guide)
- outline of content and learning experiences
- assignments, evaluation requirements, and/or performance assessments
- course objectives
- required textbooks/readings

2.1 Include the syllabus for each course component. Number the objectives and reference the correlated MACTE Competencies. Include sufficient information to show support of the objectives, competencies, and what assessment tools are used to evaluate each course component.

2.2 Write the program’s affiliate organization’s “core curriculum.”
Core Curriculum: Essential course components as defined by each affiliate organization or by an independent institution.

Program Effectiveness

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

Adult Learner Assessment and Evaluation

The program assesses and evaluates adult learners for certification. In addition, the program documents that each adult learner is competent, caring, and qualified to enter the Montessori teaching field. The list of MACTE Competencies can be found in *Section D*. The process of continuing and final evaluation of each candidate assures that:

- fair and objective consideration is given to each adult learner;
- certification is recommended or granted only after each adult learner understands and can apply the MACTE Competencies and has successfully completed all program requirements.

2.3 Using the Evidence and Assessment Summary Table (available for download at www.macte.org/document-library/), list the sources of evidence the program relies on to determine adult learners meet the qualifications for a Montessori credential.

Initial Applicants: Must provide at least the “Evidence Information” in the Evidence and Assessments Summary Table. If the program has previously collected data for the sources of evidence, complete the Adult Learner Results/Scores section for at least one cohort.

Renewal Applicants: Provide data on a minimum of two cohorts that have completed the program in the last seven years.

- 2.4** Using the Evidence and Assessments Rationale Document (available for download at www.macte.org/document-library/), summarize the evaluation and assessment of outcomes for adult learners during the course. Provide a clear rationale for each assessment being used.
- 2.5** Sample copies of all assessment tools used for the sources of evidence listed in the Evidence and Assessments Summary Table are required. Each document should indicate which assessment tool is used for each source of evidence.

Supervised Teaching

- The program documents that practicum sites and personnel meet its stated standards.
- The program provides an annual listing of sites, supervising teachers, and field supervisors.
- The program provides verification of a minimum of three on-site visits and performance evaluations of student teachers during the certification course cycle.
- The supervising teacher must be in her/his second year of teaching after completion of the Montessori credential.
- Provide evidence of additional support for those adult learners working in a self-directed practicum.
- The on-site verification team will visit at least two practicum sites.

- 2.6** Complete the practicum site information.

Practicum Site Name and Address	Supervising Teacher	Year and Level of Credential
Example: ABC Montessori School 1 Montessori Way Los Angeles, California	Jane Doe	2001 Early Childhood

- 2.7** State the program's standards for practicum sites and supervising teachers and describe how these sites are monitored.
- 2.8** Write a narrative of how adult learners are observed and evaluated during the practicum phase.
- 2.9** For programs with a self-directed practicum option, write a narrative providing evidence that additional support is given to the adult learners.
- 2.10** Merge all sample evaluation forms used for student teacher observation and evaluation during the practicum phase, and upload as a single PDF file.
- 2.11** Upload a sample copy of the form used to verify the required number of visits, length of each visit, and name of field supervisor conducting each observation during the practicum phase.
- 2.12** Describe the way in which adult learners are informed of their performance and results of evaluations with regard to the practicum phase of the program.

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

2.13 Describe the process used to calculate and track adult learner outcomes for each of the following categories:

- graduation rates
- employment rates
- graduate surveys
- employer evaluations

2.14 Merge sample copies of the following forms and upload as a single PDF file:

- graduate surveys
- employer evaluations
- form used to track placement rates

2.15 Complete the Outcome Assessments Table.

Initial Applicants: If the program has outcomes data, complete the table. If the program either has not previously collected the outcomes data or is a new program, click “Not Applicable - Initial Applicant.”

Renewal Applicants: Provide records and rates for at least four years.

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.						
	Site Location	Course Cycle Dates	Graduation Rate	Employment Rate	Graduate Surveys	Employer Evaluation Surveys
Cohort 1						

2.16 *Initial Applicants:* Write a detailed narrative focusing on how the program plans to use the outcome assessments for program improvement.

Renewal Applicants: Write a detailed narrative focusing on how the program has used the outcome assessments for program improvement.

Other Educational Activities

Other educational activities offered by the program, such as special classes or workshops, maintain standards of quality and do not interfere with the implementation of the program's certification course(s).

2.17 Describe all other educational activities, outside of the teacher credentialing course, offered by the program within the past two years.

2.18 Describe how the other educational activities are funded.

2.19 All certificates given to adult learners upon completion of other educational activities the program offers must clearly state: "This certificate does not indicate completion of a MACTE accredited course." Merge samples of all certificates given for other educational activities and upload as a single PDF file.

On-Site Verification Documentation Requirements for *Self-Study* Section 2 -- Quality Principle I: Evidence of Candidate Learning

The following must be made available to the on-site verification team:

2.20 Provide access to adult learner files inclusive of completed academic phase assessment evaluations and completed practicum phase assessment evaluations listed in criteria 2.5 and 2.11.

2.21 Provide access to completed graduate surveys and completed employer surveys. Provide access to files containing evidence of placement rate and graduation rate tracking which support data collection noted in criteria 2.15.

D.7 *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:

- resume
- transcripts for highest degree earned
- copies of all teaching certificates/credentials

- 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)
- records of current professional development hours within the last three years
- background checks, per state or local governmental requirements
- 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. If the program has faculty who do not have a credential from a MACTE accredited program, please email a copy of each credential to accreditation@macte.org before submitting the *Self-Study*. In some cases, a portfolio will not be required. If necessary, portfolio criteria are listed 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:

- 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 (an 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.
- 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.
- Evidence of competence in teaching adults, educational administration, and curriculum development (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation or curricula designed).
- Interim directors must possess these same qualifications.

Instructors/Field Supervisors

Instructors/Field Supervisors must have the following qualifications:

- 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 (an 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.

- Evidence of continuing professional growth within the last three years (required both with the U.S. and internationally).
- Montessori teaching experience of three years with children at the age level of instruction, following the receipt of the teaching credential.
- Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).
- If teaching only Montessori philosophy, a recognized Montessori credential at any level is acceptable.
- If teaching Montessori core curriculum, a recognized Montessori credential for the age level at which the individual is teaching.
- A recognized Montessori credential for the age level of instruction or supervision.
- For Infant and Toddler and Early Childhood instructors and field supervisors only, a professional portfolio may be submitted if the instructor or field supervisor does not have a bachelor's degree. Portfolio criteria are listed below.

Guest Lecturers

A guest lecturer has a maximum of 50% of instructor responsibilities for any affiliate defined core course component or over 50% for a non-core course. 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:

- resume
- two letters of professional reference

3.1 Using the MACTE Faculty Summary Table (www.macte.org/document-library/), summarize all faculty positions and qualifications.

If utilized by your program, the following positions must be included in the table:

- program director
- level coordinator
- assistant director(s)
- practicum coordinator
- field supervisors
- all instructional faculty (including guest lecturers)
- any additional staff involved in the instruction or supervision of adult learners

3.2 For all persons (excluding guest lecturers) who are listed in the MACTE Faculty Summary Table, upload a single PDF file, for each individual, that contains a resume and a copy of their Montessori credential(s).

3.3 For all guest lecturers listed in the MACTE Faculty Summary Table, upload a single PDF file for each individual that contains a resume and a two letters of recommendation.

- 3.4 Detail the assigned responsibilities of the program director, specifying how the hours are divided between those responsibilities.
- 3.5 Describe the program's plan for supervision during the absence of the director for 30 calendar days or longer.

Professional Portfolio Criteria for Program Faculty Without a Recognized Montessori Credential

The professional portfolio is to be submitted with the *Self-Study* for initial application and renewal of accreditation and affiliation. A rubric will be used to review the portfolio.

Professional Portfolio Criteria:

- Present your philosophy of education.
- Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
- Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
- 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.)
 - awards and honors
 - three letters of support/recommendation: one from a peer professional, one from an adult learner, and one other

Professional Portfolio Criteria 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 supervisors 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.

Professional Portfolio Criteria:

- Present your philosophy of education.
- Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
- Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
- Provide the following evidence:
 - current resume

- credentials/certificates/licenses
- affiliations/memberships
- professional development
- professional achievements (publications, workshops, lectures, etc.)
- awards and honors
- three letters of support/recommendation: one from a peer professional, one from an adult learner and one other

- 3.6** A professional portfolio is required for any program director, faculty member, or field supervisor who does not have a credential from a MACTE accredited program unless otherwise indicated by MACTE.
- 3.7** A professional portfolio is required for each Infant and Toddler and Early Childhood faculty member and field supervisor without a bachelor's degree.

Professional Development

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and in the provision of an appropriate learning environment. MACTE requires an average of 10 hours of professional development per year for program faculty over the three previous years.

- 3.8** For each program director, faculty member, and/or field supervisor, using the MACTE Professional Development Record Form (www.macte.org/document-library/), list all professional development completed in the past three years. If the program's affiliate organization utilizes a form that contains the same information, it is acceptable to upload that form in lieu of the MACTE form. Merge all record forms and upload as a single PDF file.

Faculty Evaluation

An ongoing evaluation of program faculty is implemented and documented in order to evaluate and improve upon faculty effectiveness.

- 3.9** Sample copies of all forms and/or a description of the method used for evaluation of faculty by adult learners and administration are required. In addition, describe the methods utilized to distribute and collect the evaluation forms.
- 3.10** Describe 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** Write a narrative description addressing the means by which academic policies are established, addressed, and enforced.

On-Site Verification Documentation Requirements for *Self-Study* Section 3 -- Quality Principle II: Faculty Learning and Inquiry

The following must be made available to the on-site verification team:

- 3.12** Provide all the documents listed below for program faculty and staff:
- resume
 - transcripts for highest degree earned
 - copies of all teaching certificates/credentials
 - 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)
 - records of current professional development hours within the last three years
 - background checks, per state or local governmental requirements
 - faculty and staff contracts/agreements
- 3.13** Provide evidence of the faculty professional development outlined in MACTE Professional Development Record Form(s).
- 3.14** Provide completed evaluation forms for Criteria 3.9 regarding evaluation of faculty.

D.8 *Self-Study* Section 4 - Quality Principle III: Program Capacity

- 4.1** Include the name(s) and address(es) of the program's proprietor/corporate officers.
- 4.2** Describe the legal organization and governing structure (sole proprietorship, corporation, non-profit).

Government Requirements

The program complies with all institutional and any 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 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** State any 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:

- **Planning:** The teacher education program has determined essential program and faculty needs for immediate and long-range 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.
- **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** Write a narrative statement of the policies defining the role and responsibilities of the director, other administrative officials, and faculty members specific to 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 institutional default. Write a narrative that describes any debts, dependence on grant money, and a 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 that 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 that 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. 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 adult learners.

- 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 (if persons are utilized by the program) are program director, instructor, field supervisor, practicum coordinator and guest lecturer.
- 4.10 Include sample copies of agreements/contracts between the program and:
- 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.
- Practicum Sites:** These may include statements of responsibility of the program site. Other institutions or individuals involved in the program.

Records

Programs must maintain records for adult learner admission, attendance, and evaluation. Permanent records must be retained in accordance to their state/country requirements. It is recommended that program directors seek outside counsel (i.e., an attorney) for information regarding the retention of files. MACTE requires permanent records be kept on file for at least five years. The program guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act and/or international privacy laws.

- 4.11 Explain where and by whom permanent records are maintained.
- 4.12 State 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 a transcript that would be provided to the adult learner and should be no more than two pages in length.

Environment

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

- Instructional space: One 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.
- Office space: Space for faculty is adequate for storing records and materials, preparing instructional materials, consulting with adult learners, and enabling staff members to function effectively and efficiently.
- Maintenance: All spaces are maintained in good repair, are clean, attractive, and have adequate lighting, ventilation, power and water supplies, waste disposal, and adult furnishing.

- 4.14** Describe 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 included.

Resource Material

- 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.
- The materials exemplify those used in Montessori practice.
- Supplies and equipment for supportive activities are adequate in quantity and qualify for effective development and production of instructional and administrative materials and special projects.
- 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. Also 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.

- 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.
- Financial/compliance audits: The program's financial and compliance audits indicate no areas of significant noncompliance with the USDE requirements.
- Fines/liabilities: The program has not been assessed any fines or liabilities by the USDE.

4.16 If applicable, write the date that Title IV authorization was initially granted by the USDE and the current term of authorization.

4.17 If applicable, write the annual default rates for the past five years.

On-Site Verification Documentation Requirements *Self-Study* Section 4 - Quality Principle III: Program Capacity

The following must be made available to the on-site verification team:

4.18 The 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 (if applicable). This is required for programs/organizations that do not own the materials or 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.9 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 this section.

- 5.1 Write a detailed narrative of the platform used for delivery of course content offered via distance education.
- 5.2 Write a detailed narrative addressing how the program ensures adult learners have access to adequate resources and the skills to participate effectively in distance education.
- 5.3 Write 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, include sufficient information regarding appropriate training regarding his or her respective roles in the distance education delivery.
- 5.5 Write a detailed narrative addressing how the program has effective means to support, monitor, and evaluate the work of faculty.
- 5.6 Write a detailed narrative addressing the program's plan for comprehensive and ongoing evaluation of the portion of the course delivered via distance education. Include documentation supporting the evaluation process.
- 5.7 Write 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 courses.
- 5.8 Write 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, completes the course, and who receives the academic credit.

On-Site Verification Documentation Requirements *Self-Study* Section 5 - Distance Education Requirements

The following must be made available to the on-site verification team:

- 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 complete the following:
- Assess the effectiveness and application of the program's processes for ensuring verification of the identity of adult learners taking distance education courses;
 - Confirm that the program's verification processes protect adult learner privacy;
 - Confirm that adult learners are notified of any additional charges related to verification of adult learner identity at the time of registration or enrollment;
 - Indicate the program understands the distance education delivery platform must be available for access on-site.

D.10 Self-Study Section 6 - 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. 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.
- 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** Create and complete the Academic Schedule Table and include in the Adult Learner Handbook.

Academic Schedule EXAMPLE

Specific Date	Curriculum Component	Instructor	Academic Contact Hours	Class Time
Example: 09/01/17	Practical Life	Jane Doe	8	8AM-5PM
Example: 09/02/17	Exam Practical Life	Jane Doe	0	9AM

- A.6** Include adult learner to instructor ratios. Adult learner 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 adult learner performance and standards for completion.
- A.9** Include the program's policy for entry into the practicum student teaching experience.
- A.10** Include the program's policy for extensions beyond the scheduled certification course cycle and how they are granted, documented, and regulated. In the case of extenuating circumstances, a program may offer an adult learner up to three 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 years.

Admission Requirements and Selection Procedures

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

- A.11** Include a description of selection procedures (e.g., interview, testing, candidate acceptance decision).
- A.12** For each certification course level offered, include a description of admission criteria and procedures consistent with the level of certification.

Transfer of Credit

The program must publish a transfer of credit policy. The policy must include a statement of the program's criteria regarding the transfer of credit earned at another program and must describe the program's process for assessing prior learning and incorporating adult learners into the appropriate portion(s) of the certification course. 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.

- A.13** Include the transfer of credit policy.
- A.14** Include a list of programs with which articulation agreements are established.

Adult Learner Support Services

The program either provides or maintains resources for referral to meet adult learner needs, including academic advising, non-academic advising, and health care.

- A.15** Describe adult learner services provided by the program. For services not directly provided, indicate how resources for referral are made available to adult learners in need of academic advising, non-academic counseling, and health care.

Career Information and Opportunities

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

A.16 Include information regarding placement services (if applicable).

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 books, 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).

Code of Ethics

The program supports a commitment to integrity and ethical practices on the part of all participants.

A.21 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 are indicated. The 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.22 Include a description of the system used for recording absences in clock hours.

A.23 Include the minimum attendance level policy (no lower than 90% of total clock hours).

A.24 Include the policy regarding provisions for satisfying requirements not met due to absence and for their direct relationship to content of experience missed.

- A.25** 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 an adult learner's identity. Programs must use processes that protect adult learner privacy and must notify adult learners of any projected additional 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.26** Include the policies and procedures for dismissal. Refund settlement time must be included.
- A.27** Include the policies and procedures for withdrawal. Refund settlement time must be included.
- A.28** Include the policies and procedures for cancellation of the course by the program. Refund settlement time must be included.
- A.29** Include the policies and procedures for continuation beyond the program's timeline.

Clock Hours and Grading

Systems are clearly defined and published.

- A.30** Include information concerning clock hours.
- A.31** 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.32** 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.33** 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.34 Include the page signed by the adult learner to acknowledge receipt of Adult Learner Handbook.

On-Site Verification Documentation Requirements *Self-Study* Section 6 - Appendix A - Adult Learner Handbook(s)

The following must be made available to the on-site verification team:

A.35 Through interviews, file review and observation, the on-site verification team will verify that the program's published policies are an accurate representation of how the training program operates.

A.36 Provide the on-site verification team with copies of all formal, written adult learner complaints received by the program within the past five years relative to the program's compliance with MACTE Quality Principles and/or policies, and briefly describe resolution of each.

D.11 *Self-Study* Section 7- Appendix B - AMS Affiliate Requirements

Programs affiliating with the American Montessori Society (AMS) will complete Appendix B of the MACTE *Self-Study*. The following components of the American Montessori Society's affiliation process have already been completed in the MACTE *Self-Study*:

- B.4** Course syllabi
- B.5** Practicum site and supervising teacher standards
- B.6** Adult learner observation and evaluation
- B.7** MACTE Faculty Summary Table
- B.9** Job descriptions
- B.10** Copies of agreements
- B.11** Materials

For the items listed above, the program will need to confirm that the information included in the MACTE *Self-Study* also meets AMS requirements.

- B.1** For programs providing distance education, the AMS Questionnaire for Course Delivery is required.
- 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. A copy of the membership certificate or letter stating AMS school membership is required.
- B.3a** Using the AMS Curriculum Sequence Summary Chart, summarize the curriculum sequence with course component title/subject, number of contact hours, and with: method of delivery, specific dates (including all delivery methods), names of instructors, and catalogue-length description of content.

- B.3b** Using the AMS Academic Hours Chart, compare the course hours for all (at minimum the four listed below) documents found within the *Self-Study* to verify that course hours are the same across all documents where they are listed. If the course hours are listed in additional places in the *Self-Study* (Adult Learner Handbook, etc.), add additional columns to the chart.
1. MACTE Faculty Summary Table
 2. AMS Curriculum Sequence Summary Chart
 3. course syllabi
 4. academic schedule

- B.4** Confirm AMS Syllabus Guidelines are used for course components for each course level.

AMS Syllabus Guidelines

- AMS requires a separate syllabus for each AMS course component for each course level with a full outline of content taught that includes all required AMS guidelines for that course component. Be sure that the title of each syllabus matches the AMS course component title; if your course title is different, use the AMS title first followed by a / and the course title you use.
- Course component hours and instructor must be included below the title.
- Be sure the guidelines for course content prescribed in the AMS Handbook are included in your content outline.

- B.5** Confirm that the documentation that is included in Section 2 of the *Self-Study* to satisfy MACTE criteria for practicum sites and supervising teachers must also satisfy AMS standards. Include a narrative explaining how compliance with the AMS Standards is monitored.

- B.6a** Confirm that a narrative description of how the adult learner is observed and evaluated during the practicum phase is included in Section 2 in the *Self-Study*. Complete the following:
1. Identify the criteria number where the narrative description is located
 2. Describe how the Field Consultant is assured that the adult learner is meeting appropriate competencies
 3. Describe what steps are in place to support the adult learner when competencies are not being met.

- B.6b** Confirm that in Section 2 of the *Self-Study*, examples of forms used for adult learner observations and evaluations are included.

- B.7a** Confirm that the program director, faculty members, and field consultants of the program who are listed in the MACTE Faculty Summary Table must meet AMS qualifications, including AMS membership. The AMS member number and expiration dates for each faculty member are found in the MACTE Faculty Summary Table.

- B.7b** AMS requires copies of official transcripts for the highest degree earned for each program director, faculty members, and field consultant listed in the MACTE Faculty Summary Table. Upload a scanned copy of each individual's transcript.

If AMS has previously received a copy of a program director, faculty members, and field consultants' transcript, do not upload a copy.

- B.7c** For any program director, faculty members, and field consultant listed in the MACTE Faculty Summary Table who has a credential that is not AMS, AMI or NCME, AMS requires a letter from MACTE that confirms the credential is from a MACTE accredited program. Contact the MACTE office at accreditation@macte.org for further information regarding receiving a MACTE Verification Letter.
- B.7d** Confirm that in Section 3 of the *Self-Study*, professional portfolios are required for all Infant and Toddler (IT) or Early Childhood (EC) faculty members and field consultants who do not have a bachelor's degree.
- B.7e** Confirm that in Section 3 of the *Self-Study*, professional portfolios are required for any program director, faculty members, or field consultant who does not have a credential from a MACTE accredited program. AMS does not require a portfolio if the program director, faculty members, or field consultant has either an AMS, AMI, or NCME credential.
- B.8** Confirm that the program's organizational chart, located in Section 4 of the *Self-Study*, includes all positions in the organization, including the director, practicum supervisor/coordinator, faculty, and field consultants, and includes contact information for all positions above the teacher education program director.
- B.9** Confirm that in Section 4 of the *Self-Study*, job descriptions are uploaded for all personnel mentioned within the program's organizational chart. AMS requires that the program have a practicum supervisor/coordinator for each course level and job description/job responsibilities for that position. If the director is also the practicum supervisor/coordinator, the job description of the director must specifically state all the responsibilities and tasks of the practicum supervisor/coordinator.
- B.10** Confirm that in Section 4 of the *Self-Study*, sample copies of agreements/contracts between the program and practicum sites are included. AMS requires that the practicum site agreement contains AMS Practicum Site Standards and Requirements.
- B.11** Confirm that in Section 4 of the *Self-Study*, a list of available materials specific to each curriculum area is included. AMS provides a list of recommended materials for all course levels.
- B.12a** Confirm that in Appendix A of the *Self-Study*, the program's Adult Learner Handbook is included.
- B.12b** The program's 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, use the checklist to identify where the policy is located (Catalogue, Practicum Handbook, etc.). Upload a copy of the completed AMS Adult Learner Policy Handbook.

- B.13** AMS requires that the program's admission and credentialing requirements for full and associate credentials and for non-U.S. applicants be consistent with the AMS course level requirements and AMS policies. It is also required that the requirements be clearly described and published in the program's Adult Learner Handbook. Identify the page number(s) in the Adult Learner Handbook where the program's admission and credentialing requirements are located.
- B.14** The Adult Learner Handbook must include the program's statement to associate credential holders in keeping with AMS policy. Complete the following:
1. Identify the page number(s) in the Adult Learner Handbook where the statement to Associate credential holders is located.
 2. Upload a copy of the document each associate candidate must sign prior to beginning the course of study.
- B.15** Upload a copy of the program's Certificate of Attendance in keeping with AMS policy.
- B.16** Upload a copy of the program's transcript in keeping with AMS policy.

Identify the page number within the Adult Learner Handbook where each required policy can be found below.

- B.17** Include the program's policy on continuing professional development for maintaining an active AMS credential in keeping with AMS policy.
- B.18** Include a transfer policy in keeping with AMS guidelines.
- 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** If the program offers additional educational activities, such as continuing professional development, these activities must be clearly outlined and must not interfere with the training. Write a narrative that describes the program's offerings for professional development.

D.12 Other Teacher Education Program Affiliation Requirements

American Montessori Society (AMS) is currently the only affiliate organization that has developed a dual accreditation/affiliation submission process with MACTE. MACTE welcomes affiliates interested in developing a dual submission process to contact the MACTE office.

D.13 Review of the Quality Principles & Criteria

The MACTE Board is charged with initiating any revision of the MACTE Quality Principles and Criteria. Proposals to change the MACTE 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 MACTE 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 to 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 an 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. The on-site verification team (OSVT) is not there to evaluate or consult with the program, but solely to verify specific targets from the *Self-Study*. MACTE's Board determines if the evidence is convincing and of sufficient magnitude to support the program's claims that its graduates are competent, caring, and qualified.

The following steps show an overview of the on-site verification visit process:

1. MACTE readers declare the *Self-Study* is auditable. A MACTE Accreditation Specialist will request tentative on-site verification visit dates from the program director (if dates were not already shared in the application).
2. MACTE's On-Site Visit Coordinator contacts verifiers to share information/dates regarding programs needing on-site verification visits.
3. The verifier(s) are selected based on their Montessori credential level, experience, availability, and proximity to the program. The tentative on-site team is sent to the program director for approval and confirmation there is no conflict of interest.
4. The program approves the OSVT.
5. MACTE sends an Official Notification to the program director and OSVT. All necessary documents and instructions are attached to the Official Notification email. The MACTE office provides the OSVT members portal access to the program's *Self-Study*.
6. The program director and OSVT create the schedule prior to the visit. All travel arrangements are booked in preparation for the visit. MACTE is to be copied on all preparation emails.
7. The OSVT visits the institution/program while all course levels being verified are in operation to verify the information contained in the *Self-Study*.
8. At the conclusion of the on-site verification visit, the OSVT prepares an On-Site Verification Report and submits it to the MACTE office within five calendar days. The MACTE office reviews the report, requests any necessary clarification from the OSVT, and then sends the report to the program director along with the Program Director's Response. The completed Program Director's Response is sent back to the MACTE office within 10 business days following the receipt of the final On-Site Verification Team Report.
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.

For initial applicants, only adult learners currently enrolled 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 consists of three 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. This may also be someone who currently spends at least 50% 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 an OSVT 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 by local knowledge about the program, the community, local practicum sites, the careers of the program's graduates, etc. Thus, MACTE will ask a program to 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 may add a small cost to the visit. A program may consider paying a fee equal to the cost of hiring a substitute teacher. The program will select the practitioner, ensure there is no conflict of interest, and cover costs. 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 visit. 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, 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 Team 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 of the verifiers must be credentialed at one or more of the course levels offered at the program being verified. If the applicant program operates more than one course level at the same site, an attempt is made to verify all 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 teacher education courses are delivered in a language other than English, every attempt is made to assign at least one 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, 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 must keep receipts and make a record of all activities and the associated costs. If the program personnel escorts the OSVT, it is 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 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 the specific verification is required for each component.

At the conclusion of the on-site verification visit, the team will submit the completed On-Site Verification Team Report to the MACTE office within five business days. The MACTE office reviews the report and requests any clarification from the OSVT. The MACTE office then sends a copy of the report to the program director. The Program Director's Response is to be emailed back to the MACTE office within 10 days following the receipt of the final On-Site Verification Team Report.

SECTION F: THE ACCREDITATION DECISION

F.1 MACTE Final Review

After the MACTE office receives the On-Site Verification Team Report and the Program Director's Response, two MACTE Board members are then assigned to provide an in-depth review of the materials in preparation for deliberation for accreditation. The board members will present the case for deliberation at an upcoming MACTE Board meeting.

F.2 MACTE Board Action

The full Board receives the reviewers' recommendations 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 14 calendar days of the action.

After the MACTE Board makes a decision, the MACTE President will:

- Provide written notice of the accreditation decisions to the USDE, to the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and the public no later than 30 calendar days after it makes the decision.
- 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 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 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. A program's 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 years. An interim report must be submitted and approved during the fifth year of accreditation demonstrating the collection of four 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 months prior to the due date of the report.

F.4 Reconsideration/Appeal

A program that 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 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, care of the MACTE office, postmarked within 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 a 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 30 calendar days of receipt of the Board's notice. The program's failure to submit the written request and fees within 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 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 30 calendar days prior to the hearing, the program's director must submit names and titles of up to two individuals who will testify and the name of legal counsel if participating, to MACTE's President. In addition, one member of the OSVT and one 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 minutes will be allocated for the entire hearing. Of this, 20 minutes will be allocated for testimony by the director, witnesses, and counsel, if present. The remaining 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 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 fees 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, care of the MACTE office, postmarked within 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 a 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 30 calendar days will be deemed a waiver of its right to reconsideration and cause the Board's action to be final.
2. Three 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 of these individuals must be non-public (Montessorians), and one must be a representative of the public. Of the non-public members, one must be an administrator or director of a teacher education program, 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 30 calendar days after receipt of the request for appeal.
3. The appeals hearing will be conducted via conference call within 60 calendar days following completion of step 2 of the appeal process, unless an in-person hearing is requested by the program. In this case, the appeals panel will be notified to meet within 30 calendar days of receiving its charge from the President. MACTE's President will send notification of the date and hour of the hearing, if requested, to the program's director. All expenses incurred by those testifying will be borne by the program 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 program.

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 hours. One 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 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 program 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 program under appeal within 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 email 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 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 three of this section, initial or renewed accreditation is not granted if MACTE knows, or has reasonable cause to know, that the 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; or
- probation or an equivalent status imposed by a recognized agency.

MACTE grants accreditation to a program described above only if it provides to the Secretary of Education, within 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 the accreditation of the program to determine if it also should take adverse action or place the program on probation (Accreditation with Stipulations).

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 and *Self-Study*, and all decisions made throughout a 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 programs 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; and

- 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]

Applicant Status: The Montessori teacher education program submits their intent for Initial Accreditation by sending in their application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the MACTE office. Once approved, MACTE will notify the program they may advertise as an *“Applicant 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.”

Reference to MACTE on program’s website must also include a link to MACTE’s website either by hyperlinking the name, or by typing out the address <http://www.macte.org/>. Reference to MACTE in program’s printed material must also include the address and telephone number of the MACTE office.

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.”

Reference to MACTE on program’s website must also include a link to MACTE’s website either by hyperlinking the name, or by typing out the address <http://www.macte.org/>.

Reference to MACTE in program’s printed material must also include the address and telephone number of the MACTE office.

Accredited Status: The MACTE Board deliberates the program’s case for accreditation. The Board will determine and make a decision regarding the accreditation status. Upon notification of the accreditation by the MACTE Board of Directors a program may advertise their accreditation status.

Institutions having a mix of accredited and non-accredited levels are 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).”

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).

If MACTE is referenced in a general manner, such as on a program’s website or front page of a brochure, then the reference must also list which levels are accredited and which ones are not accredited.

Institutions with all its offered levels having an accreditation status are entitled to use the MACTE logo and to refer to its accreditation status in a more general manner such as on the website’s homepage and/or the front page of a brochure.

Reference to MACTE on program’s website must also include a link to MACTE’s website either by hyperlinking the name, or by typing out the address <http://www.macte.org/>.

Reference to MACTE in program’s printed material must also include the address and telephone number of the MACTE office.

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.

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.”

Reference to MACTE on program’s website must also include a link to MACTE’s website either by hyperlinking the name, or by typing out the address <http://www.macte.org/>.

Reference to MACTE in program's printed material must also include the address and telephone number of the MACTE office.

G.2 Accreditation Status Definitions

The MACTE Board may render one of 10 separate decisions:

Full Accreditation

Full Accreditation status, for initial or renewal of accreditation, is awarded upon determination that the program demonstrates substantial compliance with the MACTE 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 year.

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 program prior to the receiving Full Accreditation status. Programs 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 months if the certification course is less than one year in length;
- eighteen months if the certification course is at least one year, but less than two years in length; or
- two years if the certification course is at least two 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 required progress report, a focused on-site verification visit might be scheduled, at the program'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.

The Board may grant Full Accreditation status upon receipt of written evidence that demonstrates the critical deficiencies have been corrected within the timeline stipulated. 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 program 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.

Denial of Accreditation

Denial of Accreditation is an adverse action restricted to programs applying for Initial Accreditation. This action is taken when the application, *Self-Study*, and/or the OSVT report indicate that the program 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 program. They are provided with a written statement of each characteristic, which is judged to be in noncompliance with a MACTE Quality Principle and Criteria and are informed of appropriate appeal procedures. The program may appeal the Board decision, in writing, through the established mechanism, or it may reapply for Initial Accreditation at a later date. See *Section F* for information on reconsideration/appeal of an accreditation decision.

The program is required to agree to submit any dispute involving Denial of Accreditation to initial arbitration prior to taking any other legal action.

The program 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 a program 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 program does not gain accreditation during its second attempt, it may not apply again until three years following the second failure to achieve accredited status.

Revocation of Accreditation

Revocation of Accreditation can occur by action of the MACTE Board or as the result of a program becoming inoperative. The program is required to agree to submit any dispute involving Revocation of Accreditation to initial arbitration prior to any legal action.

If the Board has acquired documented evidence that a program 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 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 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, 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* on Teach-Out Agreements.

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 consecutive certification course cycles.

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. The program is advised that once the withdrawal has been accepted the program will be removed from the list of accredited institutions and that any request for reactivation of accreditation will be treated as an initial 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* on Teach-Out Agreements.

Administrative Probationary Accreditation [rev. 03/14]

Administrative Probationary Accreditation status is given for a maximum of 90 days when a program is not in compliance with one or more of the following administrative requirements for maintenance of accreditation:

- paying accreditation-related fees and charges within 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.

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:

- 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 15 business days to submit the required documentation to avoid being charged a late submission fee.
- If the program does not submit the renewal documentation within the 15 business days, MACTE will charge the program a \$500.00 late submission fee and advise the program that they have 90 calendar days to submit the *Self-Study* documentation, late submission fee, and application fee.
- If the program does not submit all required documentation and fees within the 90 calendar day timeframe, the MACTE Board of Directors reserves the right to place the program on Accreditation Probation.
- 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 15 business days.
- 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.
- MACTE will notify the USDE that the program has been placed on Accreditation Probation.
- MACTE will update their website to reflect the change in status for the program.
- The program will transition back to full accreditation without probation once the MACTE Board has approved the renewal of accreditation.
- 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.

Reporting Status

Reporting Status is given when a program falls below the reporting threshold requirements for two consecutive years. See *Section I* for information regarding threshold requirements.

Deferment of Action Due to Catastrophic Circumstances

Deferment of Action may be exercised for up to one year when an institution requests deferment due to catastrophic circumstances and provides appropriate documentation.

Good Cause Extension

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

SECTION H: SUBSTANTIVE CHANGES

H.1 Substantive Change List

Substantive Change 1: Legal or Program Name (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 Teacher Education 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 (requires a one day on-site visit)

Substantive Change 6: Legal Status, Ownership of Control (requires a one day on-site visit)

Substantive Change 7: Relocation of Permanent Site or Additional Site (requires a one day on-site visit)

Substantive Change 8: Additional Site (requires a one day on-site visit)

H.2 Reporting Substantive Changes to MACTE

A request for any substantive change must be submitted to MACTE 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 or Program Name

A program changing their legal or program 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 the MACTE Faculty Summary Table 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 of 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 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 clock hours for the course level via distance education. The program must submit a Substantive Change for every additional 10% of the total minimum academic clock 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 component and/or Secondary II)

Substantive Change 5A and 5B do not require an on-site verification visit. A one to two day on-site verification visit is required for a Substantive Change 5C no later than six 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 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 30 calendar days.
- In either case, this notification must be followed by the submission of the appropriate documentation within an additional 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 or Additional Site

A program changing its permanent location or relocating an already established additional site (within a 50 mile radius) must complete the Substantive Change Application Cover Sheet and the Application for Substantive Change 7. This applies to instructional site relocation. For additional location relocation, the new site must be within 50 miles and maintain at least 75% percent of the faculty. If only the program's office is relocating, MACTE, all enrolled adult learners, and the affiliate organization must be informed of the change in location by mail or email; no Substantive Change is required. 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 day on-site verification visit is required no later than six months after the relocation of permanent site. [rev. 04/18]

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 closed before the adult learners completed their courses are also required to apply for a Substantive Change 7.

H.10 Change 8: Additional Location (Additional Site/Contract Site/Residency Site)

A program adding an additional location (additional, contract, or residency 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 day on-site verification visit is required no later than six 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 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-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; and
- is subject to the rules for such sites as defined in the Guide.

The contractual agreement between the program and the host school must guarantee that the adult learner will receive adequate supervision 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 adult learners enrolled in the course.

Accreditation for a contract site ends when the contract ends. The accreditation date for the contract site cannot extend beyond the permanent location's renewal date. Annual and adult learner fees are due when accreditation is granted. Annual fees are calculated according to the duration of the contract and the full amount is due upon granting of accreditation. If the program intends to offer the same 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 and documents that have changed since 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.

Establishment of a Residency Site

A residency site is a location that is used by programs where the course levels academic hours are primarily offered via distance education, and therefore the program might not have a primary location. This residency site is used for the in-residence hours of the course.

Programs are required to pay annual fees and adult learner fees for each course level offered at a residency site. Approved residency sites operate until the program is scheduled for renewal of accreditation within its regular seven year cycle. At the time of reaccreditation, a one-day on-site visit, while adult learners are present, is required for all residency sites in operation. [rev. 4/18]

Application Process for Additional Locations

1. The program must submit an application for preliminary approval by MACTE at least five months before the course begins. Minimally, the preliminary application must include the Substantive Change Application Cover Sheet and Application for Substantive Change 8. [rev. 4/18]
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 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 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 adult learners 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 months of the establishment of each additional location if the program:

- has a total of three or fewer additional locations;
- has not demonstrated, to MACTE’s satisfaction, that it has a proven 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 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 12-month period of the permanent site’s renewal of accreditation, a second on-site verification visit for the additional site is not required.

All additional location accreditation dates correlate with the accreditation dates for the primary location. When the primary location is going through the renewal processes, all additional locations will be included in the renewal. 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 as outlined by the MACTE definition, the institution’s fiscal and administrative capacity to operate the additional location must be verified prior to approval.

Additional locations require a site coordinator. The site coordinator must be present for the duration of the academic phase. Qualifications of 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 course level not offered within 50 miles of the main established site;
- is geographically apart from and independent of the main campus of the program;
- is permanent in nature; and
- 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 a new level not offered at any other location.

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 10% of the total academic clock hours offered in the 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

I.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 by the 15th of the second month after the start of the academic course cycle. For college or university programs, the registration deadline is by the 15th of the second month after the start of the practicum phase. Adult learner fees are also due at this time. The adult learner fees are listed in the current year's MACTE Fee Schedule.

Due Date Calculation Example:

Start Date on Registration List:

September (any), 20XX

Registration & Fee Due Date:

November 15, 20XX

[rev. 04/17]

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 six months after the registration due date;
- 10% of total if received within one year after the registration due date;
- 15% of total if received after one 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 MACTE Graduation List to MACTE regardless of affiliation. Failure to submit MACTE 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 Independent not in a Consortium, 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 MACTE Graduation List upon graduation.

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

Adult Learner Registration and Graduation Procedures

Step	Action	Who?
1: Adult Learner Registration	<p><i>For Free-Standing Institutions:</i> The program will submit an Adult Learner Registration List with payment of adult learner fees within six calendar weeks after the start of the academic course cycle.</p> <p><i>For College or University Programs:</i> The program must submit an Adult Learner Registration List with payment of adult learner fees at the conclusion of the academic course cycle, within six calendar weeks into the practicum phase.</p> <p><i>For Initial Applicants:</i> The program must submit an Adult Learner Registration List with adult learner fees upon achieving Full Accreditation status.</p>	All Programs
2: Reporting Graduation	At the end of the certification course cycle, the program will submit a MACTE Graduation List for all adult learners completing the program.	All Programs
3: Submission of Adult Learner Records	At the end of the certification course cycle, the program will submit an Adult Learner Record Form for each adult learner completing the program.	All programs that are not affiliated with an organization that handles credentialing

4: Submission of Adult Learner Credentials	At the end of the certification course cycle, the program will mail the graduating adult learners' credentials to the MACTE office.	All programs that are not affiliated with an organization that handles credentialing
5: Placement of MACTE Seal	MACTE will verify that each graduating adult learner is registered and paid for and has successfully completed the certification course cycle. MACTE (or affiliate) will apply a seal to each adult learner's credential and return the credentials back to the program for distribution.	MACTE or affiliating organization

Please note, if a program's affiliating 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 Fee Transfer & 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 level or adult learner. If an adult learner decides to withdraw from the course at any time, his payment will be forfeited.

If an adult learner is registered for a course level and then chooses to either change the course level after the registration due date has passed or register for an additional course at a later date, they must be registered for the new level and pay applicable fees.

The exception would be if an individual is an EL I or SEC I adult learner and has not graduated, that person has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the adult learner fee. [rev. 4/17]

Adult Learner Graduation Deadline

Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office. Failure to notify the MACTE office of the extension may result in re-payment of the current adult learner fee upon graduation. [rev. 06/18]

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 calendar weeks of the adult learner's academic start 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 graduates from 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 any time for the reason of policy change, a Board decision, or any other unspecified reason. [rev. 04/16]

I.2 Annual Reporting

Each year, accredited programs are responsible for submitting an online annual report to the MACTE office by the required deadline. 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 considers institutional strengths and stability. Key data and indicators collected and analyzed include measures of adult learner achievement, 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.

The reporting period for annual reports is from July 1 to June 30th of the previous year. On the report, programs will confirm the accuracy of MACTE records regarding contact information, addresses and faculty, and any substantive changes. The program will also review adult learner records for accuracy.

I.3 Graduation Rates

For reporting purposes, MACTE collects the graduation data of all adult learners. When the program submits the graduation lists to the MACTE office, the adult learner status is updated. During the annual report the program will then confirm the accuracy of each adult learner's status. The graduation rate is then automatically calculated based on the data provided.

Adult Learner Status Reporting

The program will update or confirm the status of all adult learners using the following:

- continuing adult learner, adult learner who is still enrolled and is expected to graduate;
- transferred out, adult learner who transfers out of a cohort to another recognized program after the course cycle begins;
- graduate, adult learner who completed all requirements and received a credential in the corresponding course level;
- withdrawn, adult learner who voluntarily left the program permanently during the course cycle;

- dismissed, adult learner who either failed the course or was asked to leave;
- other, if the program is unsure of the correct adult learner status, they will choose other and will provide a description of their status.

Graduation Rate Calculation

The graduation rate will be automatically calculated **by cohort** based on the reported adult learner statuses in the annual report using the following formula:

$$\frac{\text{TOTAL Graduates}}{\text{Cohort TOTAL} - \text{TOTAL Transferred Out}}$$

I.4 Employment Rates

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

Timeline:

1. Every July, accredited programs distribute graduation surveys to each adult learner that completed a certification course between July 1st of the previous year and June 30th 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 returned data and prepare for submission in the MACTE annual report.

The following reporting categories should be included in employment 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
- no information available

Employment Status Reporting

For each graduate, the program will indicate their employment status from one of the following:

- Employed in Montessori field: graduate employed in a Montessori classroom or field prior to or upon graduation.
- Employed in related educational field: graduate employed in non-Montessori field of education prior to or upon graduation.
- Not employed: graduate has not received employment, continued with higher education, or entered military service as of the annual report.
- Employed out of field: graduate employed in a field unrelated to education.
- Continuing higher education: graduate continued their education instead of directly entering the workforce.
- Entering active military service: graduate entered military service.
- Not reported: graduate has not notified the program of employment as of that annual report.

The employment rate will be calculated by cohort based on the information reported using the following formula

$$\frac{\text{TOTAL Employed in Montessori Field}}{\text{TOTAL Graduates - TOTAL (Continuing Education \& Active Military)}}$$

Each year, the program will update MACTE on all adult learners classified as “Continuing Adult Learner” and the graduation and employment rates will be updated accordingly. Once all adult learners in a cohort are no longer “Continuing Adult Learners,” the cohort will be considered complete and the graduation and employment rates will be finalized.

1.5 MACTE Threshold Requirements

MACTE believes 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 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 employment rates. MACTE’s standard for graduation rates is 70%. MACTE monitors this rate as part of the annual reporting process. Graduation rate calculation methods are addressed above.

If the program’s graduation rate falls below the 70% threshold for two consecutive cohorts for any one 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 months of receiving the letter.

Using the NEIP, the program will identify possible contributors to low graduation rate 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

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 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:

- The program notifies MACTE that it intends to cease operations entirely or close a location that provides 100% of at least one certification course level;

- MACTE acts to withdraw or revoke the program's accreditation;
- 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; or
- the Secretary of Education notifies MACTE that the Secretary has initiated an emergency action against the program in accordance with Section 487 (C) (1) (G) the Higher Education Act (HEA) or an action to limit, suspend, or terminate a program participating in any Title IV, HEA program, in accordance with Section 487 (C) (1) (F) of the HEA, and that a teach-out plan is required.

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 a program that provides 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; and
 - 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 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); and
- 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; and
- 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 15 calendar days of receipt. Requests for additional documentation or plan revision will be made within the 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.

I.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: accreditation@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 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 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 30 calendar days after staff logs in materials.
3. If the complaint provides sufficient evidence of probable cause of non-compliance with the MACTE 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 MACTE 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 15 calendar days.

Formal Complaints

Formal complaints are investigated as follows:

1. The complainant is informed in writing of the anticipated review schedule within 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 MACTE Quality Principle(s) has been questioned. This process occurs within 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 MACTE Quality Principle(s) in question by a specific date within 30 days.
 - **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.
 - **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.
4. After review of the program's written response, MACTE acts on the compliance questions raised.
 - Determining that the program continues to comply with the procedure(s) or Quality Principle(s) in question and that no further action is required.
 - 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 can be documented and reported to MACTE in writing or requires an on-site verification visit.
5. 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.
6. 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) whether the matter can be reviewed at the regularly scheduled on-site verification visit or whether a focused on-site review is needed. 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 30 calendar days of its action on the results of its investigation, MACTE:
 - notifies the institution of the results of the investigation;
 - notifies the complainant of the results of the investigation;
 - records 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

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 outlined established procedures:

1. Within 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 30 calendar days.
3. The MACTE office will inform the complainant of the results of the initial screening within 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 90 calendar days) the appropriate committee(s) reviews the complaint through a telephone conference call(s). The action recommended by the committee(s) is forwarded to the MACTE Board for email 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 30 calendar days following the meeting or email balloting of the Board.

SECTION J: DISTANCE EDUCATION POLICY

J.1 Definition of Distance Education

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.

Definitions of 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 Process for Distance Education 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 must occur during the residency phase of instruction. During the OSVT, all components of the course, distance and residential, will be examined. The OSVT will consist of at least one 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 online 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:

- is organized for purposes that are exclusively educational;
- is responsible for affiliating five or more accredited programs;
- has adopted the MACTE Quality Principles and Criteria;
- has made a commitment to fulfill all the required financial responsibilities of participation, including payment of annual fees;
- has nominated at least three qualified individuals, so that one can be elected by the Board to serve a three year term, and attend all required Board meetings;
- is responsible for keeping its constituents informed about the activities of MACTE; and
- 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.

- Application fee: The application fee is due upon submission of the application.
- Annual fees: Each affiliate organization is billed September 1st. Fees are calculated based on the number of course levels offered by affiliate's accredited programs.

Appendix: 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* 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 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 or more independent institutions that are national or international in scope and accredited by MACTE.

core curriculum: the course subjects defined by each affiliate 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 is 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 phase, in a Montessori environment.

good standing: an accredited institution in full compliance with all MACTE 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 probation excludes an institution from attaining good standing.

guest lecturer: an expert who is invited, by the director, to present a maximum of 50% of any core course component. The director is responsible for ensuring that the content of the guest lecturer's qualifications 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/consultants 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: is given when a program falls below the reporting threshold requirements (70% for completion) for two consecutive years. See *Section I* 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 written plan developed by a program that provides for the equitable treatment of adult learners if a program that provides 100% 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: 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 100% of at least one certification course 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.