

MONTESSORI
ACCREDITATION
COUNCIL FOR TEACHER
EDUCATION

Guide to Accreditation

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MACTE GUIDE TO ACCREDITATION

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

During the accreditation process, MACTE staff is available to answer questions and provide support. MACTE staff and their contact information is available on the [MACTE website](https://www.macte.org/macte-staff/) (<https://www.macte.org/macte-staff/>).

SECTION A: MACTE AND ACCREDITATION

A.1 MACTE

MACTE BACKGROUND

The Montessori Accreditation Council for Teacher Education (MACTE) is the only U.S. Department of Education-recognized accreditor of Montessori educator preparation programs and institutions. MACTE accredits programs and institutions across the U.S. and in countries around the world based on a thorough review process using MACTE's Quality Principles and Competencies. Accreditation confirms the program or institution's capacity to prepare high-quality Montessori educators. MACTE's guidelines serve as a roadmap for programs and institutions to develop strong structures, processes, and learning experiences for their adult learners.

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 educators. 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.

HISTORY OF MACTE

Since 1960, Montessori educator preparation certification courses have been offered by programs and institutions affiliated with professional societies. The fact that no recognized agency could offer accreditation to the diverse group of Montessori programs and institutions left the formation of a new, specialized agency as the only viable route to recognized accreditation. This path required the identification of

established standards and competencies accepted widely by professionals within the Montessori field. Such standards and competencies were identified by six Montessori educator preparation groups in 1978, following a meeting attended by representatives from five Montessori societies, independent institutions, and groups from outside the Montessori community. These competencies were all agreed upon by each group after hours of input, navigation around what determines quality, and the fact that these standards and competencies would determine that the graduates were competent, caring, and qualified Montessori educators.

In 1995, MACTE achieved recognition by the United States Department of Education (hereafter, ED). This recognition is important because of the benefits it provides for our Montessori educator preparation programs or institutions, their graduates, and the communities they serve. Recognition by ED means the Secretary of Education has determined MACTE is approved to be a reliable authority as to the quality of education and training provided by Montessori educator preparation programs or institutions.

A.2 Accreditation in the United States

The U.S. Department of Education published the following information about the accreditation process:

The goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality. Accreditation in the United States involves non-governmental entities (accrediting organizations) as well as federal and state government agencies (these three entities are formally known as the Triad). Accreditation's quality assurance function is one of the three main elements of oversight governing the Higher Education Act's (HEA's) federal student aid programs or institutions. In order for students to receive federal student aid from the U.S. Department of Education for postsecondary study, the institution must be accredited by a "nationally recognized" accrediting agency.

ROLE OF ACCREDITING AGENCIES

Accrediting agencies are private educational associations that develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Programs or institutions that request an accreditor's evaluation and meet an accreditor's criteria are then accredited.

ROLE OF THE U.S. DEPARTMENT OF EDUCATION

Under the HEA, ED “recognizes” (approves) accrediting agencies that the Secretary of Education determines to be reliable authorities as to the quality of education or training provided by institutions of higher education, and ED publishes a list of nationally recognized accrediting agencies.

ED does not accredit individual educational institutions and/or programs and is not directly involved in the institutional or programmatic accrediting process. ED recognizes only agencies that apply for recognition; many do not. Along with its recognition decision, ED designates the scope of accreditation activities to which its recognition pertains.

IMPORTANT FUNCTIONS OF ACCREDITATION

Accreditation serves several important functions, including providing programs and institutions the opportunity to:

- **assess the quality** of their Montessori educator preparation programs
- **create a culture of continuous improvement** of academic quality and stimulate a general raising of standards
- **involve faculty and staff** comprehensively in evaluation and planning

TYPES OF ACCREDITATION

The Department of Education defines two basic types of educational accreditation: institutional and programmatic. MACTE is recognized as both an institutional and programmatic accrediting agency because it accredits both freestanding institutions as well as programs within post-secondary institutions. Thus, a programmatic accrediting agency may also function in the capacity of an institutional accrediting agency.

A.3 Benefits of MACTE Accreditation

Adult learners are able to identify programs or institutions that meet standards established by and for their field of interest and to select the one best suited to their needs and circumstances. Graduates of MACTE-accredited programs and institutions are assured the broadest possible opportunity for acceptance of their Montessori teaching credentials throughout the nation and world.

Programs and institutions are protected from internal and external pressures to make changes for reasons that may not be educationally sound. Self-improvement is

**SECTION A:
MACTE AND ACCREDITATION**

stimulated through the involvement of academic administrators, faculty, and practitioners in program evaluation and planning, in the 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 the MACTE Symposium.

The public is informed of the quality of programs or institutions through a non-governmental system that places the cost of evaluation on the profession rather than the taxpayer. Accreditation is an important way of identifying programs or institutions 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 or institutions 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.

Accreditation has moved away from a policing role and toward a more holistic approach. Accreditation encourages programs and institutions 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. (2024, July 10). 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

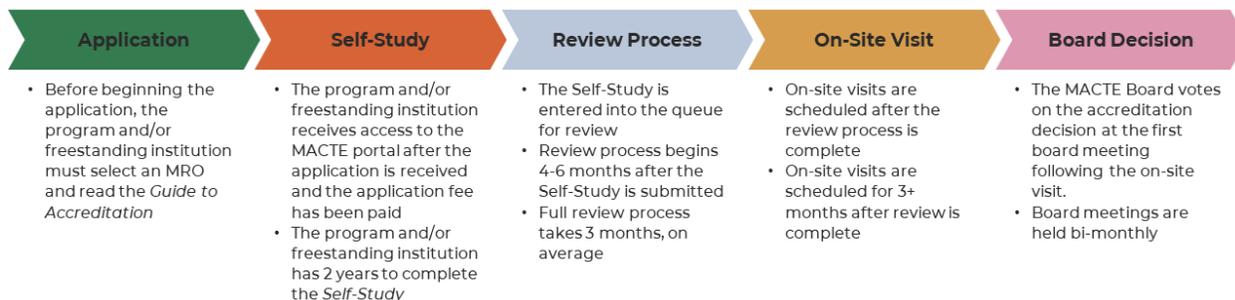
The accreditation process is open to freestanding institutions and programs within colleges or universities that exist solely for the purpose of offering Montessori educator preparation. Programs and institutions are eligible for accreditation regardless of their professional affiliation, organizational form, sources of financial support, size of enrollment, or location. Programs and institutions may be organized according to any legally recognized and registered structure (e.g., corporation, partnership, proprietorship, public, private, nonprofit, or tax-paying).

The levels offered may be already functioning or brand new. Initial programs and institutions must be running for at least six months, and adult learners must be in the practicum phase with at least one student teaching field observation visit having taken place before an on-site verification visit can occur. It is strongly suggested that developing programs and institutions contact MACTE at least twelve months prior to the anticipated start date so that the staff can assist in establishing a timeline for the accreditation process.

Certification course levels and courses may be offered at additional locations. Each level offered and each location must be accredited. Adult learners are eligible to graduate from a MACTE-accredited program or institution once the level and location at which they completed their learning is accredited.

Those seeking initial accreditation can apply for multiple levels at once or one level at a time. After receiving initial accreditation, programs and institutions are encouraged to apply for accreditation of subsequent levels as soon as possible. If a program or institution does not have the capacity to apply for accreditation of all levels at once, they must contact the MACTE office to formulate a timeline to do so with the MACTE accreditation team.

MACTE Accreditation Process Timeline



Sample Timeline



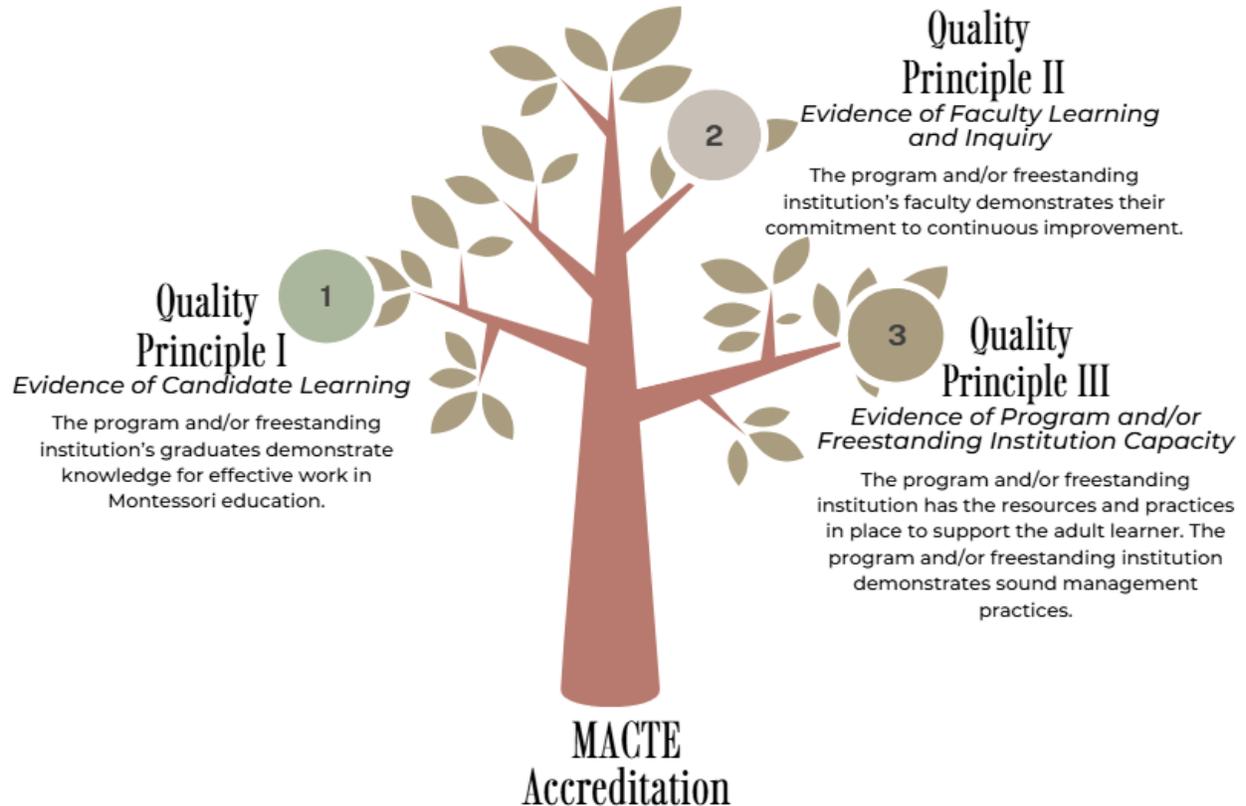
B.2 Quality Principles and Criteria

The term “Quality Principles” refers to the three principles by which Montessori educator preparation programs and institutions are evaluated for purposes of accreditation. The MACTE Quality Principles indicate mandatory conditions or actions, and applicants must achieve substantial compliance with each of them in order to be granted an accredited status. The three MACTE Quality Principles are:

- 1 Quality Principle I:** Evidence of Candidate Learning: Understanding and Teaching Montessori Principles
- 2 Quality Principle II:** Evidence of Faculty Learning and Inquiry
- 3 Quality Principle III:** Evidence of Program and/or Institution’s Capacity

These quality principles are general statements. They are widely applicable to a variety of Montessori programs and institutions, 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 institutions to be self-defining and self-determining.

See section D.15 for information about the systematic review of these quality principles and criteria.



Criteria accompanying each MACTE Quality Principle define the ways in which programs and institutions 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 MACTE Recognized Organizations

Montessori educator preparation programs or institutions are required to initiate the affiliation process with a MACTE Recognized Organization (MRO) or the MACTE group of independent programs or institutions (“Independents not in a Consortium”) prior to applying for MACTE accreditation.

SECTION B:
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»»» **NOTE:** *To maintain consistency in this Guide, the term “MRO” is used to cover both MACTE Recognized Organizations and the Independents not in a Consortium.*

MROs provide guidance through the initial development stages of starting an educator preparation program. It is important to have the foundation established in the following areas before seeking accreditation: curriculum, faculty, course syllabi, and a training location. Once writing the Self-Study begins, MACTE provides guidance through the accreditation process.

CURRENT MACTE RECOGNIZED ORGANIZATIONS



[American Montessori Society \(AMS\)](#)



[Association Montessori International \(AMI\)](#)



[Christian Montessori Fellowship \(CMF\)](#)

IND

[Independents not in a Consortium \(IND\)](#)



[International Association of Progressive Montessori \(IAPM\)](#)



[International Montessori Council \(IMC\)](#)



[Montessori Australia Organisation Limited \(MA\)](#)



[Montessori Educational Programs International \(MEPI\)](#)

NATIONAL CENTER for
MONTESSORI in the
PUBLIC SECTOR

[National Center for Montessori in the Public Sector \(NCMPS\)](#)



[The Pan American Montessori Society \(PAMS\)](#)

B.4 Accredited Course Levels

MACTE accredits the following educator 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 eighteen (12-18) years of age
- **Administrator (Admin)**

For specific criteria for academic and practicum clock hours, see [Section D.2](#). 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 a program or institution offers both Elementary I and Elementary I-II, or both Secondary I and Secondary I-II course levels, separate **Self-Studies** are **not** required. The Elementary II course level requires a separate Self-Study.

B.5 Online Education

Adherence to MACTE's online education policy is required if more than 10% of the academic hours of a certification course level is offered via online education. All course levels must include at least 80 in-person academic clock hours. Elementary I-II and Secondary I-II course levels must include at least 120 in-person academic clock hours. Courses that include specific material presentations must include at least some in-person instruction. See [Section D.9](#) for more information on online delivery.

B.6 Overview of Costs

MACTE's operations are supported primarily by annual and adult learner fees from accredited programs and institutions and MROs, consortia, and groups of independent institutions. The *MACTE Fee Requirements Table* below, which is also available for download from the MACTE website, outlines the financial obligations associated with MACTE accreditation. Fees are evaluated and approved by the MACTE Board of Directors and are subject to change.

In addition to the fees listed in the *MACTE Fee Requirements Table*, programs and institutions are responsible for all costs associated with the on-site verification visit, including travel, food, and lodging for the verifiers. 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

ANNUAL PROGRAM or INSTITUTION FEES	
Billed: July 1 st of each year	<ul style="list-style-type: none">▪ Annual fees are payable each year of an 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 and institutions that are accredited 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 15% of the invoice balance is charged if annual dues are not paid within 90 days of the invoice date, and the program or institution runs the risk of being put on Administrative Probationary Accreditation status.

ACCREDITATION APPLICATION FEES

Due: with application

- The application for Initial or Renewal of accreditation must be submitted with payment. Portal access is given once fees are received.
- A one-time application fee is paid to MACTE for each course level. When seeking accreditation for multiple levels at the same time, a reduced price is assessed after the first level.
- **For initial levels**, once paid, fees are valid for twenty-four months. If the Self-Study is not submitted within this timeframe, a new application and fee is required.
- **For renewal levels**, once paid, the fee is valid for the length of the renewal process. The deadline to submit the renewal level's Self-Study is six months before the renewal date. Failure to submit by this date may result in a \$500 late submission fee. Refer to [Section C.2](#) for additional information on the renewal timeline.

SUBSTANTIVE CHANGE FEES

Due: with application

- Substantive change fees are due with submission of the substantive change application. Portal access is given once fees are received.
- Substantive changes requiring an on-site verification visit include:
 - Addition of Certification Course Level for Different Age Range
 - Addition of Delivery Option
 - Change in Ownership
 - Relocation of Permanent Location or Additional Location
 - New Additional Location
- Substantive changes not requiring an on-site verification visit include:
 - Change in Legal or Program Name
 - Change in Mission/Objective
 - Change in Director/Instructors
 - Change in Time Structure, Credit/Clock Hour, and/or Course Length
 - Change in Curriculum

ADULT LEARNER FEES FOR FREESTANDING INSTITUTIONS

Due: by 15th of second month after the start of the program's academic course cycle

- Must be paid with the corresponding Adult Learner Registration List by the due date.

Due Date Calculation Example:

Start Date on Registration List: September (any), 20XX **Registration & Fee Due Date:** November 15, 20XX

- The current adult learner fees are published in the most recent *MACTE Fee Schedule* found on MACTE's website.
- After the registration and fee due date has passed, the adult learner may not transfer their registration and fee to a different course level.
 - **Exception:** An EL I, EL II, or SEC I adult learner can choose to complete the combined EL I-II or SEC I-II course level at the same program without repaying. An updated registration list indicating this change/upgrade should be sent to the MACTE office. There is no time limit to make this change.
- The adult learner fee is valid for the level at the program where they are registered, no matter the length of time it takes to complete the program.

Late Penalty:

- The current adult learner fee is charged regardless of the adult learners' start date.
- Adult learner fees not paid by the due date are assessed as follows:
 - 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
- The program or institution is responsible for payment of late fees and cannot be assessed to the adult learner.
- Late payments put a program or institution at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES FOR COLLEGE & UNIVERSITY PROGRAMS

Due: by 15th of second month after the start of the practicum

- Must be paid with the corresponding Adult Learner Registration List, **due at the beginning of the practicum.**

Due Date Calculation Example:

Start Date on Registration List: September (any), 20XX	Registration & Fee Due Date: November 15, 20XX
--	--

- The current adult learner fees are published in the most recent *MACTE Fee Schedule* found on MACTE's website.
- After the registration and fee due date has passed, the adult learner may not transfer their registration and fee to a different course level.
 - **Exception:** An EL I, EL II or SEC I adult learner can choose to complete the combined EL I-II or SEC I-II course level at the same program without repaying. An updated registration list indicating this change/upgrade should be sent to the MACTE office. There is no time limit to make this change.
- The adult learner fee is valid for the level at the program where they are registered, no matter the length of time it takes to complete the program.

Late Penalty:

- The current adult learner fee is charged regardless of the adult learners' start date.
- Adult learner fees not paid by the due date are assessed as follows:
 - 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 fees, which cannot be assessed to the adult learner.
- Late payments put a program at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES (for initial applicants)

Due: upon achieving Full Accreditation status

- The Adult Learner Registration List and adult learner fees are due immediately upon achieving Full Accreditation status.

RECONSIDERATION/APPEAL FEES

Due: within 30 calendar days of the Board's decision

- See [Section F](#) for more information on reconsideration and appeal.

B.7 MACTE Resources

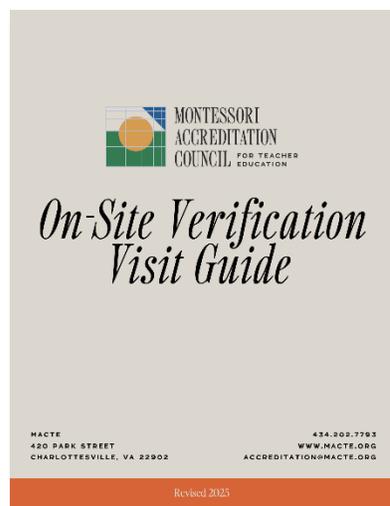
MACTE WEBSITE

[MACTE's website](#) is an easily accessible and comprehensive resource for staying up to date with MACTE procedures, fees, news, and events. MACTE also sends out periodic newsletters via email. Sign up to receive MACTE newsletters via the MACTE website. In addition, all publications, required applications, templates, and forms can be found on the [Document Library](#) resource page.

PUBLICATIONS

MACTE Guide to Accreditation – a comprehensive guide for the faculty, staff, and administrators of current and potential MACTE accredited educator preparation programs and institutions. The Guide includes a full description of MACTE's Quality Principles, Competencies, and standards, and details on the accreditation process, requirements, and guidelines. This guide is available for download on the MACTE website.

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



GUIDANCE AND FEEDBACK

The MACTE staff provides feedback and assistance throughout the accreditation process. 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, and the appropriate staff member will respond.

MACTE provides frequent accreditation process webinars. Upcoming webinars are listed on the MACTE website and in newsletters.

B.8 Ethics and Plagiarism

MACTE CODE OF ETHICS

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

- ✦ 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 the 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, institutions, or MROs.
- ✦ 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 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.

**SECTION B:
OVERVIEW OF THE MACTE ACCREDITATION PROCESS**

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, MROs, accredited educator preparation programs and institutions, and other related parties to act in good faith at all times.

By engaging in work with MACTE, individuals, programs, and institutions commit and adhere to the statements listed above in the quest for the highest educational and business standards possible.

PLAGIARISM

Plagiarism is the practice of taking someone else's work or ideas and presenting and submitting them as one's own. MACTE respects that each program and institution is the owner of their syllabi and other documents. Any program or institution found, at any time, to be using publications other than their own without expressed permission is subject to disciplinary review and action.

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 participants: administrative officials, faculty, field supervisors, and practicum personnel. The Self-Study process takes place over several months under the program director's leadership and coordination, 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 or institution and its course levels currently operate, identify strengths and weaknesses, and consider ways in which operations might be improved. The MACTE office provides the Self-Study materials and guides the process.

The Self-Study should be clear, concise, and written so that individuals can develop an understanding of the environment in which the course operates, comprehend the nature of the learning experiences provided, and verify that the program or institution is meeting its own stated objectives and the MACTE Quality Principles and Competencies. If official licenses and other exhibits are written in another language, the documents must be translated into English.

The Self-Study is submitted through the MACTE accreditation management portal. Payment and the MACTE accreditation application for both initial and renewals are submitted to accreditation@macte.org to receive portal access.

Each program or institution's Self-Study consists of the following ten sections:

- 1 [Section 1: Educator Preparation Program Summary](#)
- 2 [Section 2: Evidence of Candidate Learning](#)
- 3 [Section 3: Faculty Learning and Inquiry](#)
- 4 [Section 4: Program Capacity](#)
- 5 [Section 5: Online Education Requirements](#)
- 6 [Section 6: Additional Delivery Option Information](#)
- 7 [Appendix A: Adult Learner Handbook](#)
- 8 [Appendix B: MACTE Recognized Organization \(MRO\) Requirements](#)
- 9 [Appendix C: Teaching Site Information](#)
- 10 [Appendix D: Additional Location\(s\) Renewal](#)

Only the sections in the portal that are applicable to the program and/or institution must be completed.

C.2 Self-Study Writing and Review

INITIAL APPLICANTS

Initial applicants are those seeking MACTE accreditation for a course level for the first time. Initial applicant status also refers to programs and institutions that held MACTE accreditation in the past and are reapplying after a gap in their accreditation recognition. MACTE's role is not to assist in the development of Montessori educator preparation programs and institutions, but to provide support throughout the accreditation process. Oftentimes, an MRO provides assistance during the initial development stage. For information regarding MROs, see [Section B.3](#).

RENEWAL APPLICANTS

Renewal applicants follow the same process as initial applicants. Two years prior to the renewal of accreditation date, MACTE sends a reminder letter to the program director. At this time, the program or institution should begin the renewal process if they have not done so already.

The following steps are recommended for initial and renewal applicants:

- 1. Review the Guide and accreditation application.** Download the current *MACTE Guide to Accreditation* and accreditation application from the MACTE website.
- 2. Learn more about the accreditation process.** Both initial and renewal applicants are encouraged to attend a MACTE accreditation process webinar, which is offered throughout the year. The webinar is presented by the MACTE accreditation team and covers the entire accreditation process. Information about upcoming webinars is listed on the MACTE website or contact accreditation@macte.org for an updated schedule.
- 3. Select and contact the MRO with which the program or institution is going to affiliate (initial applicants).** All MACTE accredited programs and institutions must affiliate with an MRO. Prospective programs and institutions need to research each of the MROs and contact them directly for information pertaining to the process of affiliation. Some MROs conduct a review simultaneously with MACTE's review.
- 4. Develop a timeline.** See [Section B.1](#) for a sample timeline of the full accreditation process.
- 5. Submit MACTE's accreditation application and fee.** Once these have been submitted, MACTE provides access to the Accreditation Management Portal and work on the Self-Study begins.
- 6. Prepare and submit the Self-Study.** Once MACTE provides portal access, the portal remains open for 24 months for the program or institution to prepare and submit the Self-Study. If the Self-Study is not submitted within the 24-month timeframe, a new accreditation application and fee must be submitted.
- 7. Begin the review process.** Once the Self-Study is submitted in the portal, the Self-Study enters the MACTE queue. The MACTE accreditation team reviews the responses and documents and begins the back-and-forth process of requesting any revisions and additional information.

REVIEW PROCESS

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 Self-Study is added to the accreditation team's review queue.
2. An accreditation team member reviews the Self-Study and completes an Initial Office Review. The Initial Office Review verifies the following:
 - all required documents are uploaded and correspond to the criteria
 - all narrative responses respond to the criteria
 - faculty meet the qualifications and have complete paperwork
 - tables and charts are included and complete
 - the Adult Learner Handbook is complete
3. The accreditation team member emails the Initial Office Review, and the program or institution has fifteen business days to respond.
4. Once the program or institution has responded to the requests and these have been accepted by the accreditation team, the Self-Study is shared with a MACTE reader to complete a comprehensive content review.
5. The MACTE reader provides feedback to the accreditation team regarding compliance with the MACTE Quality Principles and Criteria. The accreditation team member compiles the formative feedback into a Staff Analysis and sends it to the program director. Programs and institutions have fifteen business days to respond to the Staff Analysis and provide any requested revisions.
 **NOTE:** *Two rounds of revisions for the Initial Office Review and two rounds of formative feedback for the Staff Analysis. If the requests issued in the review documents are not completed, MACTE will stop the review. The program or institution may reapply at a later date.*
6. When the requests from the Staff Analysis have been reviewed and accepted, and, if applicable, the program or institution's MRO has completed their review, the process of scheduling the on-site verification visit begins.
7. Once the on-site verification visit has taken place, programs and institutions are placed on the next MACTE Board meeting agenda for deliberation.

DUE DATES

Meeting due dates is vital for the progression of the accreditation process for all programs and institutions (both active and those waiting in the review queue), and it demonstrates they possess the capacity required to maintain the MACTE status of being an *applicant in good standing*. **Programs and institutions that anticipate needing additional time are encouraged to communicate in advance with the accreditation team.**

C.3 Third-Party Comments

For programs and institutions preparing for an on-site verification visit, program directors are asked to distribute a link to the Third-Party Comment form to all graduates, current adult learners, practicum supervisors, and current faculty and staff. The Third-Party Comments are also advertised on the MACTE website and MACTE newsletter to obtain comments from all stakeholders prior to an on-site verification visit.

SECTION D: SELF-STUDY QUALITY PRINCIPLES AND CRITERIA

D.1 MACTE Quality Principles

MACTE Quality Principles are the three principles by which Montessori educator preparation programs and institutions 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 that are widely applicable to a variety of Montessori programs and institutions and yet avoid provisions that may be seen as arbitrary. The Quality Principles are both qualitative and quantitative and 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 or institutions and to be self-defining and self-determining.

CRITERIA

The criteria define the ways those 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.

Quality Principle I:

Evidence of Candidate Learning: Understanding and Teaching Montessori Principles

The core outcome of programs and institutions MACTE accredits is the evidence that the graduates are competent, caring, and qualified educators. The essential idea of this principle is the program or institution's ability to produce graduates who demonstrate knowledge for effective work in Montessori education.

Quality Principle II:

*Evidence of Faculty
Learning and Inquiry*

MACTE accreditation is based in part on the faculty's system of quality control. This system is how the faculty finds evidence for Quality Principle I and regularly inquires into ways to improve, make decisions based on the evidence, and monitor and enhance the program or institution's capacity for quality.

Quality Principle III:

*Evidence of Program
Capacity*

MACTE defines quality programs and institutions as ones that have credible and consistent evidence that there is the capacity to operate. The essential idea of this principle is the ability to demonstrate sound management practices within the program or institution, which supports adult learners' ongoing education.

D.2 Minimum Requirements for Each Course Level

Integrated academic and practicum experiences are intended to qualify graduates for a Montessori credential at a specified course level. There can be multiple course levels. Each course level must achieve substantial compliance with the MACTE Quality Principles as defined in the accompanying criteria. Programs and institutions offering course components online should review [Section D.9](#) for additional online education guidelines.

FOR ALL COURSE LEVELS

Academic hours are defined as instructional hours. This includes lectures, demonstrations, integrated practice with materials, and supervised material making with the certification course instructor(s).

Practicum hours are defined as student teaching and/or observation. The practicum must include the following: student 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, demonstration of skills, and supervised practice. Each program or institution should refer to its MRO's requirements with regard to student teaching and observation requirements.

The total academic and practicum clock hours may not include written and oral exams, lunches and other breaks, and translation time if the educator preparation

course is offered in one language and translated into another. Academic and practicum hours also do not include independent research, material making, and/or album preparation.

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. The academic portion must include lecture, presentation with materials, and group process and discussion covering, but not limited to, Montessori philosophy, child development, sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music. The practicum consists of 400 hours.

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, Montessori philosophy, child development, practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education. The practicum consists 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 Montessori philosophy, child development, language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum consists 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 and/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 Montessori philosophy, child development, language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum consists of 400 clock hours with at least 120 hours of student teaching in an EL II environment. A minimum of 200 additional clock hours is required, at least 100 of which must address an academic overview of

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EL I. The other additional hours must include additional student teaching hours and/or additional academic contact hours.

ELEMENTARY I-II (6 THROUGH 12 YEARS)

Completion of this level requires a minimum of 1,200 clock hours. A minimum of 200 academic clock hours is required for Elementary I and 175 academic clock hours for Elementary II, covering but not limited to Montessori philosophy, child development, language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum consists 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 and/or additional academic contact hours.

SECONDARY I (12 THROUGH 15 YEARS)

Completion of this level requires a minimum of 1,300 clock hours. A minimum of 300 academic clock hours is required, covering but not limited to Montessori philosophy, child development, 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 readiness. The practicum consists 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 1,425 clock hours. A minimum of 425 academic clock hours is required, with 125 hours at the Secondary II level, covering but not limited to Montessori philosophy, child development, 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 readiness. The practicum consists of 1,000 clock hours with a minimum of 120 hours student teaching.

ADMINISTRATOR LEVEL

Completion of this level requires a minimum of 950 clock hours. A minimum of 250 academic clock hours is required, covering but not limited to the topics of Montessori philosophy, child development, leadership skills, faculty and staff management, educational programs or institutions, and operations and management. The practicum consists of 700 clock hours. At least 80 academic clock hours of instruction must be offered face-to-face; 40 of those 80 hours may

occur through synchronous online instruction. Please see the [Appendix](#) for more information about the Administrator level.

FOR PROGRAMS OR INSTITUTIONS OFFERING CONTENT ONLINE

MACTE requires a minimum of 80 hours of in-person academic instruction for the IT, EC, EL I, EL II, and SEC I levels and a minimum of 120 hours of in-person academic instruction for the EL I-II and SEC I-II levels. Courses that include specific material presentations must include at least some in-person instruction. **MACTE does not accredit courses that are 100% online.** All practicum requirements remain the same. [Section D.9](#) provides additional online education guidelines.

D.3 MACTE Competencies

MACTE Competencies provide a framework of the skills and knowledge that prepare adult learners to become competent, caring, and qualified Montessori educators. The MACTE Competencies must be incorporated into the curriculum and syllabi. Each course level must target all of the MACTE Competencies at least once throughout the curriculum and develop sources of evidence to demonstrate how the competencies are met.

MACTE COMPETENCIES TABLE

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.	Level specific subject matter for each course level	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

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Competencies – the adult learner understands the following as they relate to the course level:		Possible sources of evidence:
2c.	The prepared environment	Written assignments
2d.	Parent/educator/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/educator/family partnership	Self-evaluation
3e.	Professional responsibilities	Participation in discussion
3f.	Innovation and flexibility	Participation in discussion

D.4 The Self-Study

Throughout the Self-Study, evidence is provided to demonstrate the MACTE Quality Principles and Competencies are being met. While MACTE requires specific criteria, the criteria may be met in various ways. The Self-Study provides programs and institutions the opportunity to demonstrate the elements that make them unique while adhering to the structures provided by MACTE.

All documents referenced for download in the Self-Study can also be found in [MACTE's document library](#).

If official licenses and other exhibits are written in another language, an individual not associated with the program or institution and certified as an accurate translator must translate the documents into English.

D.5 Self-Study Section 1 – Educator Preparation Program or Institution Summary

- 1.1 Write a brief history and state the goals of the program or institution.

MISSION STATEMENT

The educational goals are clearly stated; educational objectives and outcomes are specified, reasonable, and consistent with the mission.

- 1.2 Write the mission statement.
- 1.3 Describe the distinguishing characteristics.
- 1.4 Write a summary of the process of developing the Self-Study. Items to be addressed: How did the program or institution 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 as a result of writing the Self-Study?
- 1.5 Summarize the demographics of the adult learners.
- 1.6 If the program is within a college or university, list any additional accrediting agencies (e.g., The Association of the Advancement of Quality Education Preparation, Council for the Accreditation of Educator Preparation, Southern Association of Colleges and Schools Commission on Colleges).

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

- **TOTAL Academic Clock Hours:** Includes lecture, demonstrations, and integrated practice with materials with the certification course instructor(s). The total academic and practicum clock hours may not include written and oral exams, lunches and other breaks, and translation time if the educator preparation course is offered in one language and translated into another. Academic and practicum hours also do not include independent research and material making and/or album preparation. Each program and institution should refer to its MRO's requirements with regard to academic hours requirements.
 - **Hours In Person (IP):** Number of hours in which the program or institution delivers academic content in person.
 - **Hours via Online Learning (OL):** Number of hours in which the program or institution delivers academic content online, either synchronously or asynchronously (only for programs or institutions with online education).
- **TOTAL Practicum Hours:**
 - **Hours Student Teaching:** Includes hours of practicum spent in the classroom actively practicing with children.
 - **Additional Practicum Hours:** Includes any additional practicum hours. Additional Practicum Hours may include observation, interaction between adult learners and materials, interaction between adult learners and children, integration of knowledge with practice, preparation and care of the environment, demonstration of skills, and/or supervised practice.
 - If there is not a distinction between student teaching hours and additional practicum hours, enter the total practicum hours under “hours student teaching.”
 - Each program and institution should refer to its MRO's requirements with regard to student teaching and observation requirements.
- **TOTAL Program Hours:** Total Academic Hours + Total Practicum Hours
- **TOTAL Additional Hours:** If there are additional hours not considered academic or practicum, offer an explanation as to these hours. These are not counted in the total hours, but they may be hours that adult learners should be aware of.

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 agency, evidence of this accreditation must be provided.
- 1.9** Provide evidence of legal authorization to operate:
 - **Within the U.S.:** provide evidence of state legal authorization or registration.
 - **Internationally:** provide evidence of legal authorization, registration, or approval from a government agency.
- 1.10** For non-collegiate institutions, 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

For each level, educational tasks are defined with a clearly written syllabus for each course component to include the following:

- title of course component
- instructor(s), including guest instructors if applicable
- academic clock hours, indicating how many are delivered in person and how many are delivered online
- course description
- MACTE Competencies (designated with numbering used in the MACTE Competencies table in [Section D.3](#) of the Guide)
- learning objectives
- required and recommended readings
- assignments, evaluation requirements, and/or performance assessments
- outline of content and learning

»»» **NOTE:** *If offering additional delivery options for the same level, see [Section H.7](#).*

- 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 the adult learner's understanding of each course component. (A sample syllabus is available for download in the [MACTE document library](#).)
- 2.2 If affiliated with an MRO, provide the MRO's core curriculum.

Core Curriculum: Essential course components as defined by each MRO or by an independent institution.

PROGRAM EFFECTIVENESS

Appropriate measures are used to evaluate the effectiveness of the course.

ADULT LEARNER ASSESSMENT AND EVALUATION

Various assessments are used and documented to ensure that each adult learner has gained an understanding of the MACTE competencies and is prepared to be a competent, caring, and qualified Montessori educator. The list of MACTE Competencies can be found in [Section D.3](#). The process of continuing and final evaluation of each candidate ensures that:

- fair and objective consideration is given to each adult learner; and
 - certification is recommended or granted only after each adult learner understands and can apply the MACTE Competencies and has successfully completed all requirements.
- 2.3 Using the [Evidence and Assessment Summary Table](#) (available for download in the [MACTE document library](#)), list the sources of evidence utilized to determine adult learners meet the qualifications for a Montessori credential. For example, exams, albums, papers, or other sources of evidence can all evaluate learning. For each source of evidence, list the assessment tools used, such as rubrics or checklists. For example, a rubric may be used to evaluate a paper, while a checklist may be used for an album.

MACTE does not require the use of rubrics, but they are an example of an effective tool that provides feedback and information to adult learners and guides instructor grading.

Initial Applicants: Provide the evidence and assessment plan in the "Evidence Information" section of the table. Initial applicants may not have Adult Learner

Results/Scores to include. If previously collected data is used 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 graduated in the last seven years.

- 2.4** Using the [Evidence and Assessments Rationale Document](#) (available for download in the [MACTE document library](#)), summarize the evaluation and assessment of outcomes for adult learners during the course. Table 2.3 and document 2.4 must include the same sources of evidence and methods of assessment, in the same order. Provide a clear rationale for each assessment being used.
- 2.5** Upload sample copies of all assessment tools listed in the Evidence and Assessments Summary Table (Table 2.3) and Evidence and Assessments Rationale Document. On each assessment tool, label the evidence that it corresponds to. Ensure that the assessments are uploaded in the same order as listed in the previous documents. Each assessment tool should include an area for additional written feedback or comments.

PRACTICUM PHASE ASSESSMENT

Programs and institutions must demonstrate that observations and student teaching are meeting MACTE requirements, as well as their MRO's requirements, if applicable.

SUPERVISED TEACHING

- Document that practicum sites and personnel meet stated standards.
- Provide a listing of practicum sites and supervising teachers.
- The supervising teacher must be in at least their second year of teaching after completion of their Montessori credential at that level.
- Provide evidence of additional support for adult learners working in a self-directed practicum.
- The on-site verification team verifies at least two practicum sites.

FIELD SUPERVISION

- Provide verification of a minimum of three field observation visits and documented performance evaluations of student teachers throughout the practicum phase.
- Of the three observation visits, a minimum of two observation visits must be conducted during the student teaching phase. A third observation visit may occur during supervised practice with materials. See [Section D.2](#) for further practicum requirements.

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- It is strongly recommended that a full work cycle is observed during the student teaching phase. At a minimum, one consecutive hour is required.
- A minimum of two observation visits must be conducted in person during the student teaching phase. If there are considerable barriers outside the program or institution’s control (i.e., local policies prohibit visitors), virtual visits may be considered as a viable alternative on a case-by-case basis. Programs and institutions must provide the criteria used to determine whether observation visits will be held virtually, along with a detailed plan for conducting the virtual visits. The plan should include details such as the platform used, policies surrounding children being observed virtually by the program, and privacy considerations.
- The three observation visits must be conducted by an approved field supervisor.
 - The program director is responsible for ensuring that field supervisors meet all MACTE field supervisor requirements, for maintaining this documentation, and for confirming that there is no conflict of interest between the field supervisor and the adult learner.
- Provide evidence of verbal and written feedback provided to adult learners following observations.
- Refer to the program or institution’s MRO field supervision requirements.

REQUIREMENTS FOR PRACTICUM OBSERVATION:

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 standards for practicum sites and supervising teachers. Describe how these sites are monitored to ensure the standards are being met. Practicum sites must be Montessori environments appropriate for the level. The standards should include the program or institution’s requirements for the age span of the children, the materials in the classroom, and the work cycle, as well as other required standards.

- 2.8** Write a narrative of how adult learners are observed and evaluated during the practicum phase.
- 2.9** If there is a self-directed practicum option, write a narrative providing evidence that additional support is given to the adult learners. The program must designate a mentor that meets the supervising teacher requirements for all adult learners in a self-directed practicum.
- 2.10** Merge all sample evaluation forms used to document adult learner observation, evaluation, and verbal feedback during the practicum phase, and upload as a single PDF file.
- 2.11** Provide evidence that there is a system to track all adult learners and ensure they receive the required number of visits, the length of each visit, the date and time of the follow-up conversation(s), and the name of the field supervisor completing each visit.
- 2.12** With regard to the practicum phase, describe how and when adult learners are provided feedback post-observation and informed of the results of evaluations.

OUTCOMES ASSESSMENT

Programs and institutions utilize a well-defined and ongoing system for evaluating course outcomes and success with respect to its mission (which may include different standards as established by the program or institution) and the competencies listed in the MACTE Competencies Table. The results are incorporated into documented plans for improvement. MACTE requires the tracking of graduation rates, employment rates, graduate surveys, and employer evaluations. For specific threshold requirements for graduate and employment rates, the formula for calculating these rates, and additional information, see [Section I.3-I.5](#).

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 (obtained from graduates)
- employer evaluations (obtained from schools that employ graduates of the program or institution)

If applying for initial accreditation, provide a plan for tracking adult learner outcomes.

2.14 Merge sample copies of the following forms and upload as a single PDF file. All surveys that used to gather feedback from graduates and employers and calculate graduation rates and employment rates should be submitted. Those applying for initial accreditation should submit the surveys they plan to use for future graduates. Examples of these include:

- graduate surveys
- employer evaluations
- document used to keep track of graduate employment rates and information

2.15 Complete the Outcome Assessments Table.

Initial Applicants: If there are outcomes data, complete the table. Initial programs and institutions may also select “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 (4) years. If there are 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 plan on how future outcome assessments will be used for program or institution improvement.

Renewal Applicants: Write a detailed narrative focusing on how the outcome assessments have been used for program or institution improvement.

OTHER EDUCATIONAL ACTIVITIES

Other educational activities offered, such as special classes, workshops, or professional development opportunities, do not interfere with the implementation of the accredited certification course(s).

2.17 Describe all other educational activities, outside of the educator credentialing course, offered 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 offered 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, including documented evidence of verbal feedback (example: informal notes from conversations, completed form, follow-up email) between adult learner and field supervisor post-observation.
- 2.21** Provide access to files for field supervisor information and documentation.
- 2.22** 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 QUALIFICATIONS

The following terms are utilized by MACTE. Some programs or institutions and MROs may utilize titles that are not listed below. Contact the Accreditation Team with questions about how a program or institution's faculty fulfill these requirements.

PROGRAM DIRECTOR

Program directors are responsible for providing continuity and coordination of all activities. They are responsible for the management and administration of the course at the primary location and must be present for the duration of the academic phase. Program directors are trained and experienced in the field with the following qualifications:

- If the educator preparation program is within the U.S., at a minimum, a bachelor's degree. If the degree is from a non-U.S. 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. If the educator preparation program or institution is outside the U.S., the nationally recognized post-secondary education standard applies in each state, province, or its equivalent.

- A recognized Montessori credential in at least one level of instruction offered by the program or institution.
- After receipt of the credential, three years of experience as a lead teacher in a Montessori children's classroom at the level of credential.
- If there is a course level being offered that the director does not hold a credential in or have the required three years of teaching experience post-credential, a level coordinator must be assigned for each of those levels.
- Experience with teaching adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).
- Evidence of continuing professional development within the last three years (required both within the U.S. and internationally).
- Interim directors must possess these same qualifications.

INSTRUCTORS AND LEVEL COORDINATORS

Instructors and Level Coordinators must have the following qualifications:

- If the educator preparation program or institution is within the U.S., at a minimum, a bachelor's degree from an 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](#)]) 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. If the educator preparation program or institution is outside the U.S., the nationally recognized post-secondary education standard applies in each state, province, or its equivalent.
- Infant and Toddler and Early Childhood instructors who do not have a bachelor's degree may submit a professional portfolio (outlined below). Elementary, Secondary and Administrator instructors must have a bachelor's degree.

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- MROs often define the courses in the curriculum as core curriculum and non-core curriculum. Instructors of these courses must have the following:
 - **Core curriculum** - must hold a recognized Montessori credential *at the level of instruction* **with at least three years of experience** as a lead teacher post-credential in a Montessori children’s classroom at the level of credential.
 - **Fundamental/foundational courses** - must hold a recognized Montessori credential *at any level*, **with at least three years of teaching experience** post-credential at that level. Examples of these courses would be Montessori Philosophy, Observation, Personal Growth and Development, Program Leadership.
 - **Other courses** - not required to have a Montessori credential, but must be considered experts in their field, as represented in their documentation. Examples of these courses would be Child Development, Art, and Music.
- Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).
- Evidence of continuing professional growth within the last three years (required both within the U.S. and internationally).

»» **NOTE:** *A recognized Montessori credential is defined as a credential issued from a MACTE accredited educator preparation program or institution.*

FIELD SUPERVISORS

Field Supervisors are qualified individuals appointed to observe and mentor adult learner progress through the practicum phase.

Field Supervisors must have the following qualifications:

- Must hold a Montessori credential from a program or institution that included in-person instruction and the completion of a practicum.
- The credential must be at the level of field supervision with at least three years of experience as a lead teacher at the same level, post-credential.
- Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).
- Each program or institution should refer to its MRO’s requirements with regard to field supervisor qualifications.

- Program directors are responsible for ensuring that the field supervisors meet the MACTE and MRO requirements and that there is no conflict of interest between the field supervisor and the adult learner.
- Programs are responsible for maintaining the field supervisors' documentation. This documentation is to be verified during on-site visits, and the list of field supervisors is provided in the annual reports.

GUEST INSTRUCTORS

Guest Instructors are experts who are invited by the program director to present a portion of a course. For core course components, a guest instructor can instruct a maximum of 50% of the course. The program director is responsible for ensuring that the content of the guest instructor's qualifications aligns with MACTE's requirements.

EXECUTIVE DIRECTOR

The executive director is responsible for operational aspects, along with other duties. Executive directors do not need to hold Montessori teaching credentials. Programs or institutions with an executive director must still have a program director and/or level coordinators. Executive directors must have the following qualifications:

- If the educator preparation program is within the U.S., at a minimum, a bachelor's degree. If the degree is from a non-U.S. 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 educator preparation program or institution is outside the U.S., the nationally recognized post-secondary education standard applies in each state, province, or its equivalent.
- Evidence of experience and competence in leading an organization (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation, etc.)
- Evidence of continuing professional growth within the last three years (required both within the U.S. and internationally).

 **NOTE:** *The program or institution is required to check and ensure they are satisfying the MRO's requirements.*

FACULTY FILES

Documentation must be maintained and kept on file for all administration and faculty. Faculty includes program directors, instructors, level coordinators, field supervisors, and guest instructors. The following documents must be available on-site for all faculty members:

Program/Interim Directors, Level Coordinators, and Instructors:

- transcripts or evidence of graduation for highest degree earned
- copies of all Montessori credentials and any other teaching certificates/credentials
- current resume/CV
- records of current professional development hours within the last three years, including copies of professional development certificates. MACTE requires an average of ten hours of professional development per year for program or institution faculty over the three previous years. This must include at least one completion of a professional development activity in adult learning theory.
- background checks, per state or local governmental requirements
- administration and faculty contracts/employment agreements
- completed adult learner and administrative evaluations for all faculty members. If utilized by the program or institution, also include completed self-evaluations.
- any additional program or institution requirements (for example, evidence of competence in teaching, educational administration, and curriculum development, such as evaluations, letters of recommendation, projects developed, or curricula designed)

Guest Instructors:

- current resume/CV
- completed adult learner and administrative evaluations for all faculty members. If utilized by the program or institution, also include completed self-evaluations.
- any additional documents as required by the program or institution or their MRO

Field Supervisors:

- copies of a Montessori credential and any other teaching certificates/credentials at the level of observation
- current resume/CV

- any additional documents as required by the program or institution or their MRO

3.1 Using the [MACTE Faculty Summary Table](#), summarize all faculty positions and qualifications.

The following positions must be included in the table:

- program director
- all instructional faculty
- practicum coordinator

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

- executive director
- assistant director
- level coordinator
- guest instructors
- additional staff involved in the instruction or supervision of adult learners

3.2 For all persons (excluding guest instructors) 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) (if required).

3.3 For all guest instructors listed in the MACTE Faculty Summary Table, upload a single PDF file for each individual that contains a resume and any other pertinent documents that show their qualifications and expertise.

3.4 Detail the assigned responsibilities of the program director, specifying how the hours are divided between those responsibilities.

3.5 Describe the program or institution's plan for supervision during the absence of the director for 30 calendar days or longer.

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 or institution 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 PORTFOLIO REQUIRED FOR FACULTY HOLDING A MONTESSORI CREDENTIAL FROM A NON-MACTE ACCREDITED PROGRAM OR INSTITUTION

A MACTE recognized Montessori credential is awarded upon graduation from a MACTE accredited educator preparation program or institution. For faculty holding a Montessori credential from a non-MACTE accredited program or institution, a professional portfolio is submitted with the Self-Study. A professional portfolio cannot be used to qualify a faculty member who does not have a Montessori credential, whose Montessori educator preparation program or institution was 100% online, or who did not complete a practicum. The Montessori credential must be at the level of instruction, and the instructor must still have at least three years of experience post-credential as a lead teacher in a Montessori classroom with children at the level of instruction and teaching experience with adults.

PROFESSIONAL PORTFOLIO REQUIRED FOR INFANT AND TODDLER AND EARLY CHILDHOOD INSTRUCTORS WITHOUT A BACHELOR'S DEGREE

Instructors and field supervisors for Infant and Toddler and Early Childhood levels who do not hold a bachelor's degree may submit a professional portfolio. Instructors for Elementary, Secondary, and Administrator levels must have a bachelor's degree.

PROFESSIONAL PORTFOLIO CRITERIA:

- A personal statement that includes your philosophy of education, how your skills and experiences have contributed to your educator preparation program or institution, and how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers
- Current resume
- Montessori credentials/teaching certificates/other relevant endorsements or licenses
- Professional development for the past three years
- One letter of support/recommendation dated within twelve months from someone outside of the current program or institution
- Provide evidence that shows how you have remained current in the Montessori field, e.g.,
 - affiliations/memberships

- professional achievements (publications, workshops, lectures, awards and honors, etc.)
- community service

PROFESSIONAL DEVELOPMENT

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives and in the provision of an appropriate learning environment.

- MACTE requires an average of ten hours of professional development per year for program faculty over the three previous years.
- Instructor qualification requirements include evidence of continuing professional development hours that must be relevant to Montessori education. The MACTE professional development requirement does not include hours spent in health and safety training, such as CPR or First Aid.
- **Adult learning theory requirement:** Instructor qualification requirements include continuing professional growth in adult learning theory. This is to be at least one completion of a professional development activity.
- **Instructors of synchronous or asynchronous online course delivery:** These instructors must provide evidence of professional growth within the last three years in online course development and delivery. This is to be at least one completion of a professional development activity.

- 3.8** For each program director and faculty member, use the [MACTE Professional Development Record Form](#) to list all professional development completed in the past three years. The completed professional development hours and information is reviewed by MACTE staff. If the program or institution's MRO 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 faculty by the adult learners and program administration is implemented and documented in order to evaluate and improve upon faculty effectiveness.

- 3.9** Provide a description of the methods used for 1) evaluation of faculty by adult learners, 2) evaluation of faculty by administration, and 3) faculty self-evaluation, and sample copies of all evaluation forms. In addition, describe the methods utilized to distribute and collect the evaluation forms and share feedback with faculty.
- 3.10** Describe how the evaluation of faculty by adult learners and administration is used for program or institution improvement.

CURRICULUM RESPONSIBILITIES

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives 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 (OSVT):

- 3.12** Provide all the documents listed below for administration and faculty.

Program/Interim Directors, Level Coordinators, and Instructors:

- transcripts or evidence of graduation for highest degree earned
- copies of all teaching certificates/credentials
- current resume/CV
- records of current professional development hours within the last three years, including copies of professional development certificates. MACTE requires an average of ten hours of professional development per year for program or institution faculty over the three previous years. This must include at least one completion of a professional development activity in adult learning theory
- background checks, per state or local governmental requirements
- administration and faculty contracts/employment agreements
- completed adult learner and administrative evaluations for all faculty members
- self-evaluations (if utilized)
- any additional program or institution requirements (for example, evidence of competence in teaching, educational administration, and curriculum development, such as evaluations, letters of recommendation, projects developed, or curricula designed)

Guest Instructors:

- current resume/CV
- completed adult learner and administrative evaluations for all faculty members

- self-evaluations (if utilized)
- any additional documents as required by the program or institution or their MRO

Field Supervisors:

- copy of Montessori credential at the level of observation
- current resume/CV
- any additional documents as required by the program or institution or their MRO

3.13 Provide evidence of the faculty professional development outlined in MACTE Professional Development Record Form(s). For example, official certificates of attendance from workshops, webinars, or conferences.

- Provide documentation of each of the professional development activities listed on the faculty member's professional development record form. This must include documentation of records of current professional development hours within the last three years, including evidence of at least one completion of a professional development activity in adult learning theory.
- If offering synchronous or asynchronous online delivery, provide documentation of at least one completion of a professional development activity in online course development and delivery.

3.14 Provide completed evaluation forms for Criteria 3.9 regarding evaluation of faculty by adult learners, administration, and self-evaluation.

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

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

GOVERNMENT REQUIREMENTS

Programs and institutions comply 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

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from the state's post-secondary licensing agency. This letter of exemption must be current (issued within the last five years). An expired authorization necessitates the submission of a copy of the current written request for authorization.

Each state has different policies regarding requirements for state authorization and conditions for exemption. As these requirements are based both on the state's policies and on the way the program operates, the program needs to contact the state to determine the necessary steps. If a program's site is eligible for exemption, the state can provide a letter that must be provided in the submission.

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

International: If there is no local, regional, or governmental agency to give verification of compliance or an exemption, letters of explanation must be provided 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

Programs and institutions are financially responsible for long-term financial planning and stability, including commitment to enrolled adult learners, capacity to support operations, and managing resources effectively.

PLANNING

The appropriate administrative official(s) determine essential program or institution 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 or institution provides documents demonstrating its financial viability and responsibility for its certification course(s).

- 4.6** Supply documents that demonstrate financial viability in the case of institutional default. The financial documents need to show that adequate funds are maintained to cover the cost of adult learner tuition on a prorated basis in case of default. These must be official documents and can include original bank statements, audits, and/or certified letters from financial institutions. Sensitive information, such as account numbers, can be omitted from the documentation.

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.

MANAGEMENT

The budget shows a distribution of funds appropriate for achievement of the stated objectives in the curriculum.

- 4.7** Include a budget or balance sheet listing income and expenses that include: advertising/promotion; insurance; salaries; services such as accounting and legal; taxes; travel; equipment acquisition; repair or replacement; dues, licenses, and permits; facility expenses for rent, lease, mortgage, maintenance, repair, and utilities. If in the first year of operation, provide documents with projected figures.

HIERARCHY

The relationship of the certification course to its umbrella organization, if applicable, is defined. The organization of personnel, including names, within the certification course and within the administrative structure is defined.

- 4.8** Provide an organizational chart of the program or institution that include the following:
- the placement of all personnel within the certification course
 - names of the individuals who currently hold each position
 - addresses and contact information for all positions above the director

If the program or institution is contained within a larger or umbrella organization, demonstrate this relationship in the organizational chart.

CONTRACTS

Programs and institutions maintain effective job descriptions and written agreements with personnel and other organizations that participate in the preparation of its adult learners.

- 4.9** Include job descriptions of all personnel mentioned within the organizational chart pertaining to the certification course. Job descriptions that must be included are program director, instructor, field supervisor, and practicum coordinator. Job descriptions for executive director, level coordinator, guest instructor, and any other faculty position must be included if utilized.
- 4.10** Include sample copies of all agreements/contracts between the program or institution 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 or institution site. The practicum site agreements must include the practicum site standards and have places to be signed by the adult learner, the program or institution administration, the practicum site administration, and the supervising teacher.
 - **Instructional Site(s):** rent/lease agreement or proof of ownership for the instructional site
 - Other institutions or individuals involved in the program or institution.

RECORDS

Records must be maintained for adult learner admission, attendance, and evaluation. Permanent records must be retained in accordance with their state/country requirements. It is recommended that program directors seek outside counsel (i.e., an attorney) for information regarding the retention of files. Confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act (FERPA) and/or international privacy laws must be guaranteed.

- 4.11** Explain where, by whom, and for how long adult learner, staff, and financial records are maintained. MACTE requires that permanent records must be maintained for at least five years.
- 4.12** State the applicable privacy policy that the program or institution is required to meet as determined by state, regional, or provincial law.

- 4.13** Provide a transcript policy, detailing the policy for providing adult learners their transcripts, including when and how they are issued. Policies must comply with the local legislation (if applicable). 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.

- 4.14** Provide copies of state and/or local license(s) for the physical facilities (if applicable).
- 4.15** Provide a copy of the rent/lease agreement or proof of ownership for the facility (if applicable).
- 4.16** Describe the physical facilities. Include a description of the following:
- **Instructional space:** One or more rooms of adequate size are provided for scheduled use during academic sessions, practice with materials, and seminars or other classes. An actual classroom, or model thereof, that 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 that affect the amount of classroom space necessary are the number of adult learners, the number of concurrent sessions, and the format of classes (e.g., seminar, lecture, practice with materials, etc.). Bathrooms 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 furnishings.
 - **Address(es):** The specific location of the instructional space(s).

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.

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- 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 educator 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.

4.17 Include a list of materials available at the location for each curriculum area, stating the quantity and quality of each material listed. If applicable, include the MRO checklist of materials and indicate new materials to be acquired.

TITLE IV

MACTE serves as a gatekeeper for federal financial aid programs governed by Title IV of the Higher Education Act (Title IV, HEA). Only freestanding institutions may use MACTE accreditation to establish eligibility to participate in Title IV programs. Additional locations that are not a branch campus for institutions that require MACTE accreditation as eligibility to participate in Title IV, HEA programs must complete the full MACTE accreditation review process. If authorized under Title IV of the U.S. Higher Education Act, there must be compliance with the responsibilities as outlined by this act.

Institutions notify MACTE that they do not participate in Title IV, HEA programs in their Self-Study. They are not required to document a record of compliance with the responsibilities under Title IV, HEA. Programs or institutions 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 default rates in the Title IV Adult Learner loan programs or institutions are below the thresholds established by the U.S. Department of Education (ED) for follow-up actions.
- **Financial/compliance audits:** Financial and compliance audits indicate no areas of significant noncompliance with ED requirements.
- **Fines/liabilities:** The program or institution has not been assessed any fines or liabilities by ED.

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

4.19 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 (OSVT):

- 4.20** The OSVT verifies supporting financial documents that demonstrate financial viability in the case of institutional default. Redaction of sensitive information, such as account numbers and personal identification numbers, is permissible.
- 4.21** Provide the OSVT with adult learner files. Files must include:
- application to program or institution and adult learner contract/agreement
 - completed assessment tools
 - attendance records
 - other documents as required by programs and institutions during the application process. These may include transcript(s), a copy of a high school diploma and/or prior certification, including a bachelor's degree if appropriate, a resume, background checks, an essay/writing sample, and letters of recommendation.
- 4.22** Verify the physical facilities used for classes, practicum, office, and storage. Include the number and use of rooms, schedule of use for each room, and responsibility for maintenance of the environment.
- 4.23** Provide a copy of the rent/lease agreement (if applicable). This is required for programs and institutions that do not own their facility.
- 4.24** The OSVT verifies the materials available within the learning environment as indicated in the Self-Study.
- 4.25** Provide a copy of the results of the most recent financial or compliance audit (if applicable).

D.9 Self-Study Section 5 – Online Education Requirements

Regardless of delivery method, MACTE requires adherence to the same quality standards. All course components must be evaluated using the same standards and competencies and achieve the same outcomes. Programs offering online learning are expected to demonstrate continuous improvement in their online instructional practices.

MACTE does not accredit course levels that are 100% online.

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- Infant and Toddler, Early Childhood, Elementary I, Elementary II, and Secondary I courses are required to have a minimum of 80 hours of in-person academic instruction.
- Elementary I-II and Secondary I-II courses are required to have a minimum of 120 hours of in-person academic instruction.
- Administrator courses are required to have a minimum of 40 hours of in-person academic instruction.

Courses that include specific material presentations must include at least some in-person instruction. Instructors delivering online content must meet the MACTE requirements for course instructors. Practicum requirements remain the same for courses that offer online and in-person delivery options. Whether the course is delivered online or in person, the course content must be consistent.

Online learning experiences that count toward online hours can include:

- time engaging with a learning management system (LMS)
- reading articles
- viewing of prerecorded content
- asynchronous discussions, such as reflections or responses to peers
- all synchronous learning time
- group work

It is preferable for the on-site verification visit to be conducted during the in-person phase of the certification course. During the on-site verification visit, all components of the course, both in-person and online, are reviewed for verification.

5.1 Write a detailed narrative of the platform/learning management system (LMS) used for online education. Include information about the various methods used to deliver content and facilitate adult learner engagement.

5.1a Initial Applicants: Write a detailed narrative of how the program plans to ensure continuous improvement in online instructional practices.

Renewal Applicants: Write a detailed narrative of how the program ensures continuous improvement in online instructional practices. Include information about how the program continually revisits and updates the online learning tools.

5.2 Write a detailed narrative addressing how the program or institution ensures adult learners have access to adequate resources and the skills to participate effectively in online education.

- 5.3** Write a detailed narrative addressing how appropriate technical assistance is available to adult learners and faculty members.
- 5.4** For the faculty teaching online, provide sufficient information and documentation about the training and/or experience that demonstrates they are qualified for their respective roles. Faculty teaching online must show evidence of completion of at least one professional development activity in online education delivery within the last three years.
- 5.5** Provide a description of the methods used for evaluation specific to the online portion of the course and provide sample copies of all evaluation forms. Describe how the feedback is used to continually review and update online instruction.
- 5.6** Explain how the program or institution ensures the adult learners are actively participating and meeting the related course objectives.
- 5.7** Explain how the program or institution ensures that the adult learner who registers for an online education course is the same adult learner who participates in and completes the course and who receives the academic credit.

ON-SITE VERIFICATION DOCUMENTATION REQUIREMENTS SELF-STUDY SECTION 5 – ONLINE EDUCATION REQUIREMENTS

The following must be made available to the OSVT:

- 5.8** The OSVT and the MACTE reader must be provided access to the online education delivery platform. Access will be requested during the reader review and on-site verification visit.
- 5.9** Provide evidence of:
- distance education is implemented as described in the Self-Study
 - the platform/LMS used
 - total hours spent in online learning
 - technology support and efficiency
 - how the program tracks adult learner attendance and engagement
 - confirm how adult learners are notified of any additional fees related to online course delivery
- 5.10** Provide completed evaluation forms for Criteria 5.5 regarding evaluation of online instruction.

D.10 Self-Study Section 6 – Additional Delivery Option

The same course levels may be offered to separate and distinct cohorts through significantly different delivery methods. Programs and institutions offering an additional delivery option complete this section of the Self-Study during initial or renewal applications. Applications for a Substantive Change 5D may be submitted at any time to add additional delivery methods to existing course levels.

Some examples of additional delivery methods include:

- Incorporation of online learning, or a greater percentage of online learning, e.g., during the same academic year; there are two Early Childhood options: one hybrid cohort, which completes 80 hours in-person and the remainder of the academic hours online, and a second 100% in-person cohort.
- A difference of 25% or more in academic hours between the two delivery options, e.g., one cohort is offered as a summer intensive with 200 academic hours, and the second cohort is offered as an academic year with a total of 250 academic hours.

Alternate schedules that maintain the same number of course hours and delivery method do not qualify as additional delivery options. Alternate schedules due to an additional location also do not qualify as additional delivery options (see [Section H.10](#) for information about Substantive Change 8: Additional Location(s)).

Section 6 includes questions previously covered in other sections of the Self-Study. The program or institution only answers questions where the information pertaining to the additional delivery method is different from what was stated in the other sections of the Self-Study. Questions that include the same information can be marked as “Same as Primary Delivery Option” in the portal. When completing the Self-Study, programs and institutions should select one delivery method as the primary delivery option and the alternative delivery option to input for Section 6. The complete list of the criteria for Self-Study Section 6 is located in the portal.

D.11 Self-Study Appendix A – Adult Learner Handbook(s)

Appendix A covers the Adult Learner Handbook(s). The following is information and policies MACTE requires to be published for adult learners. Elements required in the Adult Learner Handbook represent pieces of each Quality Principle.

CERTIFICATION COURSE IDENTITY

Characteristics of the certification course are clearly stated.

- A.1** State the certification course level and include a brief description of the certification course level.
- A.2** State the language(s) that the course is delivered in. If the course is delivered in more than one language, describe how this is structured.
- 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 comparative educational level (e.g., post-secondary, undergraduate, graduate) of the certification program and, if applicable, units of credits, degrees 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 adult learner-to-instructor ratios, an academic schedule, educational goals and objectives, competencies, and performance and completion standards.

- A.5** Complete the Academic Schedule Table and include it in the Adult Learner Handbook. The Academic Schedule must include the specific course dates, course component titles, instructor(s), academic contact hours designated as either in-person (IP) or online (OL), and class times. The information provided in the Academic Schedule Table must align with the information provided in the Faculty Summary Table and the syllabi. A sample Academic Schedule Table template is available for download in the [MACTE document library](#).
- 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 or institution allows.
- 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 policy for entry into the practicum student teaching experience. Include information regarding specific courses that must be completed, assignments that must be turned in, financial obligations, etc.
- A.10** Include the policy for extensions beyond the scheduled certification course cycle and how they are granted, documented, and regulated. In the case of extenuating circumstances, an adult learner may be offered up to three years to finish the practicum phase and all outstanding assignments required for graduation. 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, compliant with applicable laws, and published.

- A.11** Include a description of selection procedures (e.g., interview, testing, candidate acceptance decision). If applicable, provide the policy for assessing the adult learners' proficiency in the language of instruction.
- 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

There must be a transfer of credit policy. The policy must include a statement of the criteria regarding the transfer of credit earned at another program or institution and must describe the 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 or institution into another MACTE accredited training program or institution with no time gap in the training.

- A.13** Include the transfer of credit policy.
- A.14** Include a list of programs or institutions with which articulation agreements are established (if applicable).

ADULT LEARNER SUPPORT SERVICES

Provide or maintain resources for referrals to meet adult learner needs, including academic advising, non-academic advising, health care, and housing.

- A.15** Describe adult learner services provided. For services not directly provided, indicate how resources for referral are made available to adult learners in need of academic advising, non-academic counseling, health care, and housing. Academic advising may include tutoring and support with projects and writing. Non-academic may include career counseling. Health care services should include both physical and mental health resources.

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. Tuition and fees charged must be 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), 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 or institution (if applicable).
- A.20** Include information concerning financial aid (if applicable).

CODE OF ETHICS

Programs and institutions support 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 with the date of last revision.

ATTENDANCE POLICIES

Attendance and absences are recorded, and the number of clock hours missed is 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 or experience missed.
- A.25** If offering online education course components, include the policy to ensure that the adult learner who registers in an online education course is the same adult learner who participates in and completes the course and receives the academic credit. Verification of the identity of an adult learner who participates in a class or coursework if required by using methods such as secure logins and passcodes, proctored examinations, and other technologies and practices that are effective in verifying an adult learner's identity. Processes must be used to protect adult learner privacy. Adult learners must be notified of any projected additional charges 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 the time frame for settlement in the event of a 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 or institution. Refund settlement time must be included. Please see [Section I.6](#) on Teach-Out Agreements.
- A.29** Include the policies and procedures for continuation beyond the program or institution'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

Programs and institutions ensure 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 grievance policy includes the name, address, and telephone number of the MACTE office.

A.33 Include the grievance procedures for adult learners. Formal grievances must remain on file for five years. For accredited programs or institutions only, this document must include the name, address, and telephone number of the MACTE office.

A.34 Include the page signed by the adult learner to acknowledge receipt of the Adult Learner Handbook.

ON-SITE VERIFICATION DOCUMENTATION REQUIREMENTS SELF-STUDY APPENDIX A – ADULT LEARNER HANDBOOK(S)

The following must be made available to the OSVT:

A.35 Through interviews, file review, and observation, the OSVT verifies that the published policies are an accurate representation of how the training program or institution operates.

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

D.12 Self-Study Appendix B – MACTE Recognized Organization (MRO) Requirements

MACTE completes a joint review process with some MROs. Programs and institutions affiliating with these MROs need to complete their MRO's requirements in Appendix B in the Self-Study. Please contact the MRO for additional guidelines on the requirements for Appendix B.

D.13 Self-Study Appendix C – Teaching Site Information

A teaching site is a facility that is used only for a portion of a cohort's in-person instruction during the operation of a course level offered primarily at the primary or additional location. The teaching site allows the needs of different course components to be met during the same certification course cycle, but it is not the

**SECTION D:
SELF-STUDY QUALITY PRINCIPLES AND CRITERIA**

only location the cohort attends for in-person instruction. For example, if a cohort utilizes a local Montessori children's school that has a renowned science curriculum during that portion of instruction, this will qualify as a teaching site. Teaching sites may be used for up to 50% of the course's total instructional hours.

If a teaching site is used for 10% or more of the total academic clock hours, a Teaching Site Notification Form and a one-time fee is to be submitted. The teaching site also needs to be identified on the MACTE annual report.

A teaching site is not an additional location. A site is considered a teaching site if the cohort of adult learners who attend are the same as those who attend the primary or additional location. If the cohort that attends a site is separate from the primary or additional location, that site is considered an additional location, and the submission of a separate Substantive Change 8 is required. For information on additional locations, see [Section H.10](#).

Programs and institutions utilizing a teaching site must provide the following:

1. academic schedule with a breakdown of hours taught at each site
2. Faculty Summary Table including all faculty instructing at the teaching site
3. a copy of the contract or agreement with the host school or agency
4. a copy of the state and local licenses for each teaching site
5. any additional documents related to the teaching site

D.14 Self-Study Appendix D – Renewal of Additional Locations

Programs and institutions in the renewal process that have currently accredited additional locations respond to Self-Study questions regarding the additional locations that are also being renewed. The complete list of the criteria for Self-Study Appendix D is located in [Section H.10](#).

D.15 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 MACTE Board for review. A committee may be formed to study the proposal, obtain additional relevant information if necessary, and determine if the proposal has merit.

For all proposals that the MACTE Board determines to have merit, the committee initiates action within twelve 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 months following, the Board receives the report on the community response and takes final action to adopt or reject the recommended change(s).

The MACTE Board will convene a regular, comprehensive review of the Quality Principles and Criteria annually. The review will address each standard individually and the standards as a whole. The MACTE Board will create a committee to complete the review. Data to be utilized will include annual and interim reports, on-site verification visit surveys, program surveys, and third-party comments. The MACTE constituency will be invited to submit comments and feedback. The committee will look to see if the Quality Principles and Criteria are sufficiently supporting the mission of preparing Montessori educators who are competent, caring, and qualified. The committee will share findings for discussion with the entire board.

SECTION E: ON-SITE VERIFICATION VISIT

Please reference the [On-Site Verification Visit Guide](#), which can be downloaded from the [MACTE document library](#), for further information.

E.1 On-Site Verification Visit Overview

The purpose of the MACTE on-site verification visit is to verify the evidence cited in the Self-Study. The on-site verification team (OSVT) does not evaluate or consult with the program or institution but is solely responsible for verifying specific targets from the Self-Study. After the on-site visit occurs, the OSVT submits an on-site visit report. The MACTE Board reviews the report and determines if the evidence is convincing and of sufficient magnitude to support the program or institution's claims that its graduates are competent, caring, and qualified.

The OSVT visits while all course levels being verified are in operation with enrolled adult learners. For those applying for initial accreditation of a level or site, adult learners must be in the practicum phase during the on-site visit.

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

1. Once MACTE concludes the Self-Study review process and declares the Self-Study auditable, the process of planning the on-site verification visit begins. The MACTE On-Site Visit Coordinator contacts verifiers to share information and dates regarding upcoming on-site verification visits.
2. The verifier(s) are selected based on their Montessori credential level, experience, availability, and proximity to the program or institution. The tentative OSVT is sent to the program director for approval.
3. The program director reviews the proposed OSVT. If the program director identifies a conflict of interest, MACTE selects an alternate verifier.

**SECTION E:
ON-SITE VERIFICATION VISIT**

4. MACTE sends an Official Notification to the program director and OSVT. All necessary documents and instructions are included in the Official Notification email. The MACTE office provides the OSVT members portal access to the Self-Study.
5. The program director creates the schedule prior to the visit. All travel arrangements are booked. MACTE is to be copied on all preparation emails.
6. 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 form. The completed Program Director's Response is sent back to the MACTE office within fifteen business days following the receipt of the final OSVT Report.
7. MACTE sends the full record of documentation to two MACTE Board members for a final review and recommendation to the MACTE Board for deliberation and a final motion for accreditation.

For initial applicants, adult learners who graduated prior to the OSV are not eligible to graduate from a MACTE accredited program. Only adult learners currently enrolled during the on-site verification visit are eligible to graduate from a MACTE accredited program.

An on-site verification visit in no way guarantees MACTE accreditation.

E.2 On-Site Verifiers

The on-site verification team (OSVT) consists of qualified verifiers appropriate to the needs or special characteristics of the programs and institutions. Program directors are strongly encouraged to enroll in OSVT training, offered both in person and via webinar, and to serve on an OSVT prior to their own on-site verification visit. Webinars are advertised on the MACTE website, and participants on OSVTs are awarded professional development certificates.

The composition of the team may include:

Team Leader: A program director, educator, or practitioner with significant experience as a trained on-site verifier.

Educator: A person whose primary responsibility is that of a faculty member, someone who is directly involved in the delivery of educational programming. This may also be someone who currently spends at least 50% of a full-time workweek teaching, conducting research, or involved in Montessori educator 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 findings that can be clarified by the advice and counsel of someone with local knowledge about the program or institution, the community, local practicum sites, the careers of the program or institution's graduates, etc. Thus, MACTE asks the program director to identify a local practitioner to serve on the OSVT. The local practitioner is a member of the OSVT and participates in all activities of the team while the team is visiting the program and is party to all subsequent reports and responses between MACTE and the program or institution.

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 or institution is not required to pay for any travel expenses 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 or institution being verified. If more than one course level operates 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.

MACTE works closely with MROs when coordinating instructions with the OSVT regarding additional MRO requirements.

MACTE makes every effort to include verifiers who speak the language of instruction. When such verifiers cannot be located, the program or institution is responsible for providing an independent interpreter and incurring the cost of interpretation services.

E.3 On-Site Visit Expenses

Expenses for in-person OSVT members are reimbursed or paid for by the program or institution. The program or institution is responsible for food, lodging, travel, and any expenses for activities associated with the visit. If there is any question as to whether a program or institution is responsible for an expense, the verifier must seek clarification before the verifier incurs the debt. The MACTE office can be contacted as well.

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ON-SITE VERIFICATION VISIT**

Verifiers are responsible for keeping receipts and recording all activities and associated costs. Verifiers are to complete a reimbursement form and submit it to the program or institution following the visit. All reimbursements must be completed before the MACTE Board makes their final review. Any outstanding reimbursements may postpone accreditation timelines.

E.4 On-Site Verification Team Report

The OSVT completes the On-Site Verification Team Report following the on-site visit. Each criterion in the report must be marked Verified, Verified with Error, or Not Verified. A team narrative on the specific verification is required for each component. In the Program Director's Response, the program director has the opportunity to respond to all areas of the report and provide any supporting documents.

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 assigned for the final review. The two board members are responsible for an in-depth review of all materials relevant to the accreditation process (Initial Office Review, Staff Analysis, On-Site Verification Report, Program Director's Response, any possible clarifying notes from the MACTE staff). The two board members will pay close attention to anything marked as "Not Verified" or "Verified with Error" during the on-site verification visit. The two board members then present the case for deliberation at an upcoming MACTE Board meeting.

F.2 MACTE Board Action

The full MACTE Board receives the reviewers' recommendations and acts to grant, renew, or deny accreditation. The program 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, MACTE provides written notice of the accreditation decisions and maintains contact with ED, 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.

F.3 Term of Accreditation

The period of accreditation granted by MACTE is seven years. Accreditation begins the date the MACTE Board deliberates and accepts a program or institution's eligibility. Once MACTE grants accreditation, adult learners who were enrolled during the on-site verification visit (i.e., not yet graduated) are eligible to graduate from a MACTE accredited program or institution.

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For initial programs and institutions, 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 six months prior to the due date of the interim report.

MACTE strongly recommends starting the renewal process two years prior to the expiration date of accreditation. Programs and institutions are responsible for submitting the renewal application and Self-Study in sufficient time to allow review, corrections, and additions, scheduling the on-site verification visit, and placement on the next board meeting agenda. Failure to complete the entire process within the accreditation timeframe may result in withdrawal from accredited status (if the program or institution is in good standing) or revocation of accredited status.

F.4 Reconsideration and Appeals Process

Programs and institutions that receive a negative status decision have 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 is made in the accreditation status 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). The following steps are taken:

1. A hard copy of the written request for reconsideration must be signed by its chief executive officer and mailed with the appropriate fee (see current *MACTE Fee Schedule*) 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 or institution of the decision to deny or revoke accreditation. The written request and all attachments must also be sent electronically to the MACTE President and received within 30 calendar days of receipt of the Board's notice. 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.

Failure to submit the written request and fee within 30 calendar days is deemed a waiver of its right to reconsideration and cause the Board's action to be final.

2. Reconsideration is conducted virtually within 60 calendar days of receipt of the program or institution's written request for reconsideration. Notification of the date and hour of the hearing is sent to the program director.
3. At least 30 calendar days prior to the hearing, the program director must submit the names and titles of up to two individuals who will testify and the name of legal counsel, if participating, to the MACTE President. In addition, one member of the OSVT and one other witness may testify. If legal counsel is present, they may make an oral presentation. All expenses incurred by those testifying will be borne by the program or institution requesting their presence.
4. The Chair of the Board conducts the hearing to bring out pertinent facts. Rules of evidence will not be applied strictly, but the Chair excludes evidence that is unduly repetitious or irrelevant. Forty-five minutes are allocated for the entire hearing. Of this, twenty minutes are allocated for testimony by the director, witnesses, and counsel, if present. The remaining twenty-five minutes are allotted for questioning by the board members and responses by the director, witnesses, and counsel.
5. The MACTE Board considers the grounds for review and the documentation in support of the program or institution's reconsideration request. It then takes 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
 - make a new decision based upon the evidence submitted
6. The Board notifies the program or institution's chief executive officer and director of its decision in writing, including the rationale for the decision, within 30 calendar days of the decision.

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. The following steps are taken:

1. A hard copy of the written request for appeal must be signed by its chief executive officer and mailed with the appropriate fee (see the current *MACTE Fee*

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Schedule) 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 and all attachments must also be sent electronically to the MACTE President and received within 30 calendar days of receipt of the board's notice. 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.

New financial information may be part of the appeal documentation if all of the following conditions are met: 1) the financial information was unavailable to the program or institution until after the revocation was made; 2) the financial information is significant and bears materially on the financial deficiencies identified by MACTE; and/or 3) the only remaining deficiency cited by MACTE in support of revocation is the institution or program's failure to meet MACTE's standards pertaining to showing financial viability.

After the initial request, signed by the program or institution's chief executive officer, and fees are received, the MACTE President initiates the appeal procedure. 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 the MACTE 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 or institution 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 an educator preparation 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 virtually within 60 calendar days following completion of step two of the appeal process. The appeals panel will be notified to meet within 30 calendar days of receiving its charge from the President. The MACTE President will send notification of the date and hour of the hearing to the program director. All expenses incurred by those testifying will be borne by the program or institution requesting their presence.
4. A copy of the OSVT Report and any supporting materials contributing to the decision to deny or revoke accreditation will be forwarded to each of the appeals

panel members, along with all documentation submitted by the program or institution.

5. The appeals panel will elect a chair to preside over the hearing. Unless otherwise determined by the appeals panel, the hearing will last no more than two 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 program director, witnesses, and legal counsel. The appeals panel will consider the grounds for the appeal, the documentation in support of the program or institution's allegations, the procedures followed by the Board and OSVT, the OSVT Report, and/or the actions of the Board. All meetings of the appeals panel will be held in executive session.
6. The recommendation of the appeals panel will be submitted with a statement of specific findings to the MACTE Board Chair and the program or institution 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;
 - remand the adverse action to the Board for further consideration, identifying specific issues that must be addressed.
7. 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 virtually and approved through email ballot.
8. 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 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 have prior experience as a Board Member or OSVT verifier. All panel members will receive an overview of the appeals process from the MACTE President.

F.5 Regard for State and Other Accreditor Decisions

MACTE only accredits programs and institutions that have obtained legal authorization from the state's office of postsecondary education to operate a Montessori educator preparation program in that state.

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 or institution is the subject of:

- pending or final action brought by a state agency to suspend, revoke, withdraw, or terminate the program or institution'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 or institution's accreditation
- probation or an equivalent status imposed by a recognized agency.

MACTE grants accreditation to a program or institution 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 or institution 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 to determine if it also should take adverse action.

MACTE shares information about the accreditation status of a program or institution with other appropriate recognized agencies and recognized state approval agencies, including any adverse actions it has taken.

In renewal of accreditation, MACTE considers the program or institution'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 MACTE's Notice Requirements

As a recognized accreditor, MACTE has a responsibility to notify the Secretary of the US Department of Education, the appropriate state licensing and authorizing agencies, other accrediting agencies, and the public of its accreditation decisions. Notification of accreditation decisions occurs in the following ways:

- MACTE provides written notice of decisions to award initial or renewal of accreditation to the programs and institutions no later than 30 calendar days after the decision is made by the MACTE Board. This notice is also provided to the Secretary, appropriate state agencies, and other relevant accrediting agencies. Decisions are posted on the MACTE website for public accessibility at the same time notices are sent.
- MACTE provides written notice of an initial (pending opportunity to appeal) decision to place a program or institution on Accreditation Probation no later than 30 calendar days after the decision is made.
- MACTE provides written notice of an initial (pending opportunity to appeal) decision to deny or revoke accreditation at the same time it notifies the program or institution of the decision, but no later than 30 calendar days after the decision is made. This notice is provided to the Secretary, appropriate state agencies, other relevant institutional and specialized accrediting agencies.
- MACTE provides written notice of a final decision to deny or revoke the accreditation of a program or institution on the first business day when the thirty-day opportunity to appeal is complete. This notice is provided to the program or institution, the Secretary, appropriate state agencies, and other relevant accrediting agencies at the same time. Decisions are posted on the MACTE website for public accessibility within one business day of when the notification is complete.
- If the MACTE Board makes a final decision to deny or revoke the accreditation of a program or institution, they will provide a brief statement summarizing the reasons for the decision and the official comments that the affected program or institution may wish to make with regard to that decision (or evidence that the school or program was invited to make such comment) no later than 60 calendar days after the final decision is made. This notice is provided to the Secretary, appropriate state agencies, other relevant accrediting agencies via e-mail and is posted on the MACTE website for public accessibility at the same time notices are sent.
- MACTE provides written notice to the Secretary, state licensing or authorizing agency, relevant accrediting agencies and the public if an accredited school or program decides to withdraw voluntarily from accreditation or lets its

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accreditation lapse. This notice will be provided via e-mail within 10 calendar days of receiving notice of the school or program's decision or within 10 calendar days of allowing its accreditation to lapse. Programs and institutions that have allowed its accreditation to lapse or have voluntarily withdrawn from the accreditation process are shown as being previously accredited the MACTE website at the same time notices are sent.

- MACTE provides written notice to the Secretary of Education if, based on review of evidence, it determines that initial or renewed accreditation is warranted for a program that resides within an institution and that an accrediting agency has taken adverse action against or placed that institution on probation. The notice will include a thorough and reasonable explanation about why such action was taken and will be provided to the Secretary no later than 30 calendar days after the decision.
- MACTE will provide to the Secretary and other affected parties via email any proposed change in its policies, procedures, or accreditation criteria that might alter scope of recognition or affect compliance with the criteria for recognition. This notice shall be provided at least sixty days prior to making any such change to allow time for comment and revision.
- MACTE will provide to the Secretary, in writing, the name of any accredited program or institution it has any reason to believe is failing in its responsibilities under Title IV of the Higher Education Act or is engaged in fraud or abuse and to report the reasons for the agency's concerns.
- Upon request, MACTE will share with other appropriate recognized accrediting agencies and recognized state approval agencies information about the accreditation of a program or institution and any adverse actions it has taken against an accredited program or institution.

F.7 Maintenance of Records and Availability of Materials

MACTE maintains complete and accurate records of the last full accreditation review of each program and institution. Included are the On-Site Verification Team (OSVT) Reports, the program or institution's responses to OSVT Reports, other periodic review reports, any reports of special reviews conducted by MACTE between regular reviews, a copy of the most recent application and Self-Study, and all decisions made regarding accreditation 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 to be followed 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 and institutions currently accredited and the year MACTE will next review or reconsider them for accreditation
- the names, academic and professional qualifications, and relevant employment and organizational affiliations of MACTE Board members and of MACTE 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.

Applicant Status: The Montessori educator preparation program or institution 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 or institution they may advertise as an *“Applicant in Good Standing for Accreditation with the Montessori Accreditation Council for Teacher Education.”*

Advertisement of the status as an Applicant in Good Standing for Accreditation with MACTE must contain the following disclaimer:

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

Reference to MACTE on websites or printed materials must also include a link to MACTE’s website either by hyperlinking the name or by typing out the address: www.macte.org.

Candidate Status: Once MACTE has reviewed and approved the Self-Study, the MACTE office moves forward with scheduling the on-site verification visit. After the program or institution has received approval to schedule the on-site verification visit, they may advertise as a *“Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education.”*

**SECTION G:
PUBLICATION OF ACCREDITATION STATUS**

Advertisement of the status as a Candidate in Good Standing with MACTE 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 websites or printed materials must also include a link to MACTE’s website either by hyperlinking the name or by typing out the address: www.macte.org.

Accredited Status: The MACTE Board deliberates the case for accreditation. The Board determines and makes a decision regarding the accreditation status. Upon notification of the decision of accredited status by the MACTE Board of Directors, programs and institutions may advertise their accreditation status with the use of the MACTE logo. The MACTE logo is provided by the MACTE staff.

Institutions and programs with a mix of accredited level(s) and level(s) that are not yet accredited are entitled to use the MACTE logo and to refer to its accreditation status in published materials only with reference to its accredited Montessori educator certification course level(s). 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). Statements must conform to the following:

“(Name) holds accredited status for its (level[s]) Montessori educator certification course level from the Montessori Accreditation Council for Teacher Education (MACTE).”

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

Each level offered must be accredited. Adult learners currently enrolled are eligible to graduate from a MACTE accredited program or institution once the level at which they completed their learning is accredited. Programs or institutions seeking initial accreditation can apply for multiple levels at once or one level at a time. Programs or institutions are encouraged to apply for accreditation of subsequent levels as soon as possible after receiving initial accreditation. If a program or institution does not have the capacity to apply for accreditation of all levels at once, the program or institution may have up to two years to apply for accreditation of subsequent levels. See [Section B.1](#) for more information.

Programs and institutions at which all offered levels are accredited 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 websites or printed materials must also include a link to MACTE's website either by hyperlinking the name or by typing out the address: www.macte.org.

In the event that a program or institution releases incorrect or misleading information about its accreditation status, the contents of on-site verification team reports, and/or MACTE's accrediting actions, MACTE requires the program director to make a public correction within a 30-calendar day period of obtaining evidence of an erroneous release of information. Failure to comply results in the imposition of penalties, ranging from probation to revocation of accreditation.

Accredited Programs or Institutions Petitioning for Substantive Change 8, Additional Location or Branch Campus: Courses at additional locations may be offered, and each location must be accredited. Adult learners currently enrolled are eligible to graduate from a MACTE accredited program or institution once the location at which they completed their learning is accredited.

The program or institution submits their intent for an additional location or branch campus by sending in their completed application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the MACTE office. Once approved, MACTE sends notification they may advertise as an *"Applicant in Good Standing for its (level and name of additional location or branch campus) with the Accreditation with the Montessori Accreditation Council for Teacher Education."*

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

"Applicant in Good Standing for Accreditation status in no way determines the outcome of the accreditation decision by MACTE."

After the program or institution has received approval to schedule the on-site verification visit for the additional location or branch campus, MACTE will notify the program or institution 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 of the status as a 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 websites and printed materials must also include a link to MACTE's website either by hyperlinking the name or by typing out the address: www.macte.org.

G.2 Accreditation Status Definitions

FULL ACCREDITATION

Full Accreditation status, for initial or renewal of accreditation, is awarded upon determination that the program or institution 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

Accreditation with Stipulations status signifies that the MACTE Board has identified areas where the program or institution is not demonstrating substantial compliance with the MACTE Quality Principles and Criteria. These areas must be addressed by an accredited program prior to receiving Full Accreditation status. MACTE outlines a process, which may include access to the portal in which the program or institution will submit evidence of the action taken to bring the certification course(s) into compliance within a timeline specified by the MACTE Board.

If, by the judgment of the Board, sufficient progress is not being made toward compliance, or any evidence raises significant questions, a focused on-site verification visit might be scheduled, at the program or institution's expense, prior to taking further action regarding the accreditation status.

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, accreditation is revoked unless the period for achieving compliance is extended for good cause.

Upon receipt of the notice of Accreditation with Stipulations, the program or institution is required to notify all enrolled adult learners and those seeking admission concerning its Accreditation with Stipulations status and to post it on its website. This status is also published on the MACTE website.

The process by which Accreditation with Stipulations is determined is as follows:

1. At each MACTE Board meeting, two board members are assigned to and present each case that is being deliberated in that meeting. The board members present a brief summary of the findings of the on-site team, whether or not there were any components of the MACTE Quality Principles that could not be verified, and if there are any recommendations for stipulation(s) or weakness(es) in any area of the MACTE Quality Principles.
2. If any stipulations(s) or weakness(es) are recommended, the presenting board members also indicate whether MACTE staff follow-up and/or a follow-up on-site visit will be needed, and by what date(s). This timeline is determined by the MACTE board based on the situation.
3. If there are recommendations for any stipulation(s) or weakness(es), a board member may make a motion to include these in the motion to be voted on.
4. If the motion including stipulation(s) or weakness(es) is passed by majority votes, the process and timeline for compliance by the MACTE Board is included with the accreditation status letter that is sent to the program after the board meeting has concluded. For any stipulation(s), the program or institution is given the status of Accreditation with Stipulations. A weakness does not rise to the level of stipulation but requires follow-up by the program.
5. Once the program or institution satisfies the terms of the stipulation(s) or weakness(es), this is included in a MACTE Board meeting as a consent agenda item to remove the stipulation(s) or weakness(es). If the MACTE Board votes to approve the follow-up, the program or institution receives a new letter with this information. In the case of a removal of stipulations, the program or institute receives a new certificate indicating Full Accreditation status.

DENIAL OF ACCREDITATION

Denial of Accreditation is an adverse action restricted to programs and institutions applying for initial accreditation. This action is taken when the MACTE Board has identified that the program or institution does not demonstrate substantial compliance with MACTE Quality Principles and Criteria and provides little or no evidence that these deficiencies can be readily corrected.

Notification of Denial of Accreditation is sent to the administrative officials. They are provided with a written statement of each component that is in noncompliance with a MACTE Quality Principle and Criteria and are informed of appropriate appeal procedures. They may appeal the Board decision in writing or reapply for initial accreditation at a later date. See [Section F.4](#) for information on the reconsideration/appeal process of an accreditation decision.

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

VOLUNTARY WITHDRAWAL FROM FULL ACCREDITATION

A program or institution in good standing with MACTE may submit a written request at any time for withdrawal from Full Accreditation status for the entire program, a specific level, or an additional location or branch campus. The program or institution is advised that once the withdrawal has been accepted, they 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 or institution submits a withdrawal request, they are 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 or institutions with adult learners in their academic or practicum phase may not withdraw until at least 70% of all adult learners have either completed and are eligible for a credential or have withdrawn or transferred to another program or institution. Documented evidence of each adult learner's plan based on the withdrawal, whether the plan is to complete the course, withdraw, or transfer, must be provided. This requirement applies to programs or institutions intending to withdraw entire certification course levels and/or additional locations.

Voluntary withdrawals from Full Accreditation status are placed on the consent agenda for MACTE Board meetings. After the Board approves a program or institution's voluntary withdrawal, MACTE notifies the Secretary of Education, the appropriate state licensing or authorizing agency, and the public of the change within ten business days.

LAPSE OF ACCREDITATION

A program or institution's accreditation status will lapse if:

- A program or institution fails to submit renewal documentation prior to their official renewal date, and no request for extension has been submitted. The program will need to apply for Initial Accreditation.

- A program becomes inoperative and has not submitted a Voluntary Withdrawal form, available for download in the [MACTE document library](http://www.macte.org/document-library) (www.macte.org/document-library).

Programs or institutions with adult learners in their academic or practicum phase may not be declared lapsed until at least 70% of all adult learners have either completed and are eligible for a credential or have withdrawn or transferred to another program or institution. Documented evidence of each adult learner's plan, whether the plan is to complete the course, withdraw, or transfer, must be provided. This requirement applies to programs or institutions whose entire certification course levels and/or additional locations are lapsed.

»»» NOTE: *If a program or institution is inoperative and would like to maintain full accreditation in good standing, they are required to submit annual reports to the MACTE office and to pay all accreditation-related fees and charges.*

ADMINISTRATIVE PROBATION

Administrative Probation status is given when a program or institution is not in compliance with one or more of the following administrative requirements for maintenance of accreditation:

- adhering to established due dates
- paying accreditation-related fees and charges
- submitting reports (annual, interim) or other required information
- registering adult learners and paying student fees
- submitting revisions requested in the Self-Study review process
- agreeing to a reasonable on-site verification visit date at or near the time established by the MACTE office

Administrative Probation is not subject to appeal. Although the program or institution is recognized and listed as accredited during the period of administrative probation, failure to completely remedy the situation by the specified date may result in Revocation of Accreditation.

Complete resolution of the situation cited in the administrative probationary letter will satisfy the administrative requirements. Renewal due dates will not be extended due to late submission of documentation by the program or institution.

ACCREDITATION PROBATION

Accreditation Probation status is designated when a level, program, or institution:

- fails to communicate with the MACTE staff in a timely manner
- does not act in compliance with [MACTE Code of Ethics](#)
- is out of compliance with the guidelines established by their MRO
- has unfavorable findings as a result of an investigation of a complaint against the program or institution
- advertises unethically and inaccurately with regard to MACTE accreditation status
- fails to apply for [substantive changes](#) and/or accreditation of additional levels within established timelines.

If the level, program, or institution is placed on Accreditation Probation:

- Upon receipt of notice of Accreditation Probation, they are required to notify all enrolled adult learners and those seeking admission concerning its Accreditation Probation status and to post it on its website. Additionally, they must send MACTE the contact information for all current adult learners and faculty and verification that each has been notified of the Accreditation Probation status.
- MACTE will notify the U.S. Department of Education that the program or institution has been placed on Accreditation Probation.
- MACTE will update their website to reflect the change in status for the program or institution.
- The program or institution will transition back to full accreditation without probation once they have satisfied the criteria identified by MACTE.
- Written notification of the final decision of Accreditation Probation will be provided to the Secretary, the appropriate State licensing or authorizing agency, and the appropriate accrediting agencies at the same time written notification of the decision is provided to institutions and programs. Programs and institutions must notify all current and prospective adult learners of the decision within seven business days of receipt.

Accreditation Probation is not subject to appeal. Failure to meet the criteria identified by MACTE can lead to revocation of accreditation, and the program or institution will need to apply for Initial Accreditation.

REVOCACTION OF ACCREDITATION

Revocation of Accreditation status is designated when a level, program, or institution:

- is determined to be out of compliance with the MACTE Quality Principles or Criterion by the MACTE Board
- does not fulfill the requirements to return to Full Accreditation status following a probationary period
- has enrolled adult learners and fails to submit renewal documentation prior to their official renewal date, and no request for extension or voluntary withdrawal has been submitted

Revocation of Accreditation is the final action taken by the MACTE Board. The Board notifies a program of Revocation of Accreditation through a written statement outlining each characteristic judged to be in noncompliance with the Quality Principles or Criteria and appeal procedures.

The program or institution may appeal the Board's decision in writing, or it may reapply for initial accreditation at a later date. However, if there is 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 or institution is required to submit any dispute involving Revocation of Accreditation to initial arbitration prior to any legal action.

MACTE provides written notification of the final decision of revocation to the Secretary, the appropriate State licensing or authorizing agency, and the appropriate accrediting agencies at the same time written notification of the decision is provided to institutions and programs. Upon receipt of notice of Revocation of Accreditation, the program or institution is required to notify all enrolled adult learners and those seeking admission that accreditation has been revoked, and to post it on its website. MACTE will also publish the revocation status on the MACTE website. Additionally, the program or institution must send MACTE the contact information for all current adult learners and faculty and verification that each has been notified of the Revocation of Accreditation. Adult learners who are currently enrolled and registered with MACTE are permitted to complete their certification course on its established schedule and will be considered graduates of an accredited institution. Please see [Section I.6](#) on Teach-Out Agreements.

IMMEDIATE ADVERSE ACTION

To ensure timely protection of adult learners and the integrity of the accreditation process, the MACTE Board shall take immediate adverse action when non-compliance poses significant risk or undermines program quality.

The Board may deny or revoke accreditation effective immediately when:

- the non-compliance presents an imminent risk to adult learners or public trust
- the program or institution refuses to provide required documentation, grant access for review, or schedule a reasonable on-site visit
- evidence of fraud, misrepresentation, or unethical conduct is confirmed

Procedure:

1. Findings must be based on clear, documented evidence and reference the specific MACTE standards or policies violated.
2. The program or institution will receive written notice of the decision, including the effective date and information about its right to appeal.
3. Upon receipt of notice of Revocation of Accreditation, the program or institution is required to notify all enrolled adult learners and those seeking admission that accreditation has been revoked, and to post it on its website within seven business days. MACTE will also publish the revocation status on the MACTE website.
4. The program or institution must send MACTE the contact information for all current adult learners and faculty and verification that each has been notified of the Revocation of Accreditation. 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 1.6](#) on Teach-Out Agreements.

REPORTING STATUS

Reporting Status is given when a program falls below the 70% graduation threshold requirement for two consecutive years. See [Section 1.5](#) for information regarding threshold requirements.

DEFERMENT OF ACTION DUE TO CATASTROPHIC CIRCUMSTANCES

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

GOOD CAUSE EXTENSION

MACTE may extend the renewal of accreditation up to 24 months for “good cause” if it specifically determines that there is good cause to do so. An extension does not mean extra years of accreditation; the good cause year(s) are subtracted from the original date of renewal. A program or institution will not receive consecutive good cause extensions for a level. Ideally, a good cause letter is sent to the MACTE office no later than six months prior to the renewal date to be considered for an extension. The good cause letter should include the reason(s) for the extension request and the program or institution’s plans for ensuring that the program or institution has the resources necessary to achieve compliance with the allotted timeframe. The good cause extension may not create any undue hardship to the adult learners or compromise the financial or academic integrity of the program or institution. The MACTE staff will review the good cause letter and determine whether the request for an extension is granted.

SECTION H: SUBSTANTIVE CHANGES

A substantive change is a fundamental change to a certification course that occurs once a level is accredited. A substantive change is generally defined as a change that could alter the quality and/or impact a program or institution's adherence to the standards of accreditation.

H.1 Substantive Change List

[Substantive Change 1:](#) Legal or Program Name (does not require an on-site visit)

[Substantive Change 2:](#) Mission Statement or Objectives of the Institution (does not require an on-site visit)

[Substantive Change 3:](#) Executive or Program Director and/or 50 % or more Instructor Composition (does not require an on-site visit)

[Substantive Change 4:](#) Time Structure, Credit/Clock Hour Measurement, and/or Course Length (does not require an on-site visit)

[Substantive Change 5A:](#) Revision of Syllabi (does not require an on-site visit)

[Substantive Change 5B:](#) Addition of Online Education (does not require an on-site visit)

[Substantive Change 5C:](#) Age Range (may require a one-day on-site visit)

[Substantive Change 5D:](#) Additional Delivery Option (may require a one-day on-site visit)

[Substantive Change 5E:](#) Addition of Graduate Level Program (may require a one-day on-site visit)

[Substantive Change 6:](#) Legal Status, Control, or Ownership of the Institution (requires a one-day on-site visit)

[Substantive Change 7:](#) Change in Location(s) (requires a one-day on-site visit)

[Substantive Change 8:](#) Additional Location (requires a one-day on-site visit)

[Substantive Change 8A:](#) Subsequent Additional Location(s) (may require an 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 prior grant of accreditation. If applying for renewal of accreditation, substantive changes may be included in the application and Self-Study without incurring substantive change fees, except for Substantive Change 8: Additional Location. New additional locations must be submitted separately from the application and Self-Study and accompanied by the appropriate fees.

The application for Substantive Changes is found on the MACTE website. If applicable, a single application can be completed for multiple substantive changes. A program or institution planning to submit three or more substantive changes should contact the MACTE office to determine the best course of action.

Once MACTE has received the application and fee, the program or institution will be given access to the MACTE portal to upload the required documents. See [Section B.6](#) for fee information.

H.3 Change 1: Legal or Program or Institution Name

The following must be provided for a change in legal or program name:

- all governmental licenses that are required for operation in the state and are also affected by the name change
- narrative addressing the reason for the name change and how it represents the program or institution's role, mission, and function for adult learners

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

The following must be provided for a change in mission statement or objectives:

- copies of both the previous and revised versions of the mission statement and/or objectives
- narrative addressing the reason for the change in mission statement and/or objectives and how it impacts the adult learner experience
- revised materials in which the mission statement and/or objectives appear (e.g., brochure, Adult Learner Handbook, etc.)

H.5 Change 3: Executive and/or Program Director and/or Level Coordinator and/or 50% or more Instructor Composition

The following must be provided for a change in executive and/or program director and/or level coordinator and/or 50% or more of instructors in one certification course cycle:

- organizational chart that includes all positions, names, and contact information for positions above the program director
- new program director's resume, transcript or evidence of graduation for highest degree earned, Montessori credentials, professional development from the last three years, and any other supporting documentation
- completed MACTE Faculty Summary Table
- for each new level coordinator and/or instructor, include:
 - current resume
 - transcript or evidence of graduation for highest degree earned
 - copies of Montessori credentials
 - professional development from the last three years
 - other pertinent certifications
 - professional portfolio, if applicable

INTERIM DIRECTOR

For a temporary (six months or less) change in director, whether planned or unplanned, a Substantive Change 3 is not required. Notification of an interim director must be submitted to the MACTE office via email and include the following information:

- name, email, resume, and credential(s) of interim director
- statement explaining the reason for the interim director and the impact of the change for the current cohort(s) as far as instruction, field supervision, course schedule, etc.
- expected timeline and plan for finding a permanent director

H.6 Change 4: Time Structure, Credit/Clock Hour Measurement, and/or Course Length

The following documentation must be provided for any change in how a program or institution measures adult learner progress. This includes changes to whether progress is measured in clock hours or credit hours; semesters, trimesters, or quarters; time-based or non-time-based methods; or changes to the structure and/or length of 25% or more of the in-person hours for an accredited course level.

- previous and revised schedules showing clock hours, content, delivery method, instructor, and total hours
- narrative explaining the reason for the change(s)
- updated syllabi demonstrating how the MACTE competencies, learning outcomes, and assignments have changed within the revised course structure
- transition plan for how currently enrolled adult learners will be transitioned to the new schedule or structure
- if applicable, updated MACTE Faculty Summary Table if instructor assignments have changed due to the restructuring of the course
- if applicable, revised rent or lease agreement
- if applicable, for change in number of units or credits, letter of verification from the college or university

H.7 Change 5: Curriculum and Delivery Method

SUBSTANTIVE CHANGE 5A

A major curriculum revision requires a Substantive Change 5A: Revision of Syllabi. Modification to individual course syllabi over time is expected. If coursework continues to cover the same basic content, updated syllabi need not be reported as a substantive change. It is the responsibility of individual programs or institutions to determine whether a change in syllabi requires a substantive change.

The following must be submitted for the revision of syllabi:

- copies of the previous and revised syllabus/syllabi for each revised course component
- for each course component affected, a narrative description of the change(s) and impact to the course

SUBSTANTIVE CHANGE 5B

Accredited programs and institutions must submit an application for Substantive Change 5B: Addition of Online Education Program once the course is delivering 10% or more of academic hours via online education. All programs and institutions offering a course component, or part of a course component, via online education must address all requirements in this section. A Substantive Change must be submitted for every additional 25% of the total minimum academic course hours migrated to online education. If this change impacts 25% or more of the total in-person academic hours, there is no need to also submit a Substantive Change 4.

The program or institution must provide the following:

- revised syllabi for course components being offered online. Each syllabus should clearly list the hours completed online and in-person
- updated Program Hours Table
- MACTE Faculty Summary Table for the entire level
- faculty qualification documentation for all faculty providing online instruction
- for each instructor, include sufficient information regarding appropriate training and/or experience regarding their respective roles in online delivery
- narrative of the platform/learning management system (LMS) used for delivery of course content offered via online education
- narrative detailing plan to ensure continuous improvement in online instructional practices
- narrative addressing how the program or institution ensures adult learners have the necessary skills and access to adequate resources in order to participate effectively in online education
- narrative addressing how technical assistance is available to adult learners and faculty members
- explanation of how the program or institution has effective means to support, monitor, and evaluate the work of faculty and how the program or institution uses these evaluations to improve the online course
- explanation of how the program or institution ensures the adult learners are actively participating and meeting the related course objectives
- narrative regarding how the change in course component delivery will meet the mission of the program or institution

**SECTION H:
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- copies of the program or institution's adult learner handbook to include information regarding online learning
- there must be evidence that the course is financially viable, such as the program or institution's budget inclusive of online education.

SUBSTANTIVE CHANGE 5C

The following changes in age range require a Substantive Change 5C:

Elementary

- adding EL I-II to EL I (will offer both EL I *and* EL I-II)
- adding EL I to EL I-II (will offer both EL I *and* EL I-II)
- switching from EL I to EL I-II
- switching from EL I-II to EL I

Secondary

- adding SEC I-II to SEC I (will offer both SEC I *and* SEC I-II)
- adding SEC I to SEC I-II (will offer both SEC I *and* SEC I-II)
- switching from SEC I to SEC I-II
- switching from SEC I-II to SEC I

Note that the addition of an age range, as listed above, is **not the same as adding a new level** (for example, adding Infant and Toddler to an existing Early Childhood course). A new level must be submitted as an initial application and requires a full application and Self-Study.

A program or institution adding or changing an age range must submit the following:

- updated Program Hours Table
- syllabus for each course component
- the program or institution's MRO's definition of "core curriculum" for age component being added
- description of the process and assessments used to evaluate adult learner progress throughout the academic phase

- narrative of method(s) by which adult learners are observed and evaluated during the practicum phase
- projected budget inclusive of age component being added
- MACTE Faculty Summary Table
- faculty qualification documentation for faculty at the new age range
- Faculty Professional Development Record Forms for each program director or faculty member listed in the MACTE Faculty Summary Table
- adult learner handbook inclusive of all information regarding age component being added
- academic schedule

SUBSTANTIVE CHANGE 5D

Programs and institutions may offer the same course level to separate and distinct cohorts through significantly different delivery methods. A program or institution that plans to offer a currently accredited course level via a significantly different and distinct delivery method must submit a Substantive Change 5D: Additional Delivery Method.

Some examples of additional delivery methods include:

- Incorporation of online learning, or a greater percentage of online learning, e.g., during the same academic year, the program or institution offers two Early Childhood options: one hybrid cohort, which completes 80 hours in-person and the remainder of the academic hours online, and a second 100% in-person cohort.
- A difference of 25% or more in academic hours between the two delivery options, e.g., the program or institution offers one cohort as a summer intensive with 200 academic hours and offers a second cohort as an academic year with a total of 250 academic hours.

Alternate schedules that maintain the same number of course hours and delivery method do not qualify as additional delivery options. Alternate schedules due to an additional location also do not qualify as additional delivery options (see [Section H.10](#) for information about Substantive Change 8: Additional Location(s)).

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The following must be submitted:

- the address(es) of the site where the additional delivery option will be offered
- a designation of names/terms that will be used for each delivery option (e.g., primarily online option and primarily in-person option), how these are advertised, and how the differences between the delivery options are communicated with adult learners
- the mission statement as it relates to the additional delivery option
- a narrative summary of the demographics of the adult learner population who are taking the course via the additional delivery option
- a Program Hours Table for the additional delivery option
- syllabi for the additional delivery option
- practicum site information for the additional delivery option
- a narrative addressing how adult learners are observed and evaluated during the practicum phase for the additional delivery option
- MACTE Faculty Summary Table for the additional delivery option
- faculty qualification documentation for the additional delivery option
- Faculty Professional Development Record Forms for each program director or faculty member listed in the MACTE Faculty Summary Table for the additional delivery option
- a narrative addressing the role and responsibilities of the director, other administrative officials, and faculty members specific to budget planning and management for the additional delivery option
- copies of the adult learner handbook to include information regarding the additional delivery option
- academic schedule for the additional delivery option
- any additional documents related to this substantive change

If the additional delivery option will offer more than 10% of the academic hours online:

- sufficient information regarding appropriate training and/or experience for each instructor regarding their respective roles in online delivery
- narrative of the platform/learning management system (LMS) used for delivery of course content offered via online education

- narrative detailing plan to ensure continuous improvement in online instructional practices
- narrative addressing how the program or institution ensures adult learners have the necessary skills and access to adequate resources in order to participate effectively in online education
- narrative addressing how technical assistance is available to adult learners and faculty members
- explanation of how the program or institution has effective means to support, monitor, and evaluate the work of faculty and how the program or institution uses these evaluations to improve the online course
- explanation of how the program or institution ensures the adult learners are actively participating and meeting the related course objectives

SUBSTANTIVE CHANGE 5E

Programs and institutions that previously only offered undergraduate programs or certificates and are planning to add graduate degrees or certificates must submit a Substantive Change 5E: Addition of Graduate Level Program.

The following must be submitted:

- narrative statement describing how the graduate program builds upon the undergraduate program in scope and rigor
- Program Hours Table
- syllabi, inclusive of MACTE competencies
- evaluation and assessment document and rationale
- Faculty Summary Table
- organizational chart
- practicum requirements
- budget, inclusive of graduate program
- updated Adult Learner Handbook, inclusive of the graduate programming

On-Site Visits for Substantive Changes 5A-E:

- on-site verification is not required for Substantive Changes 5A and 5B.
- on-site verification may be required for a Substantive Change 5C, 5D and 5E.

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

The following must be submitted for a change in legal status, control, or ownership:

- copy of legal registration for new structure or ownership
- copy of state post-secondary authorization
- revised organizational chart
- narrative addressing the reason for the change, the process used in accomplishing the change, and the transition between one owner and the other

The MACTE office must be notified within 30 calendar days in the event of:

- a change in ownership
- acquisition of another MACTE accredited certification course, if the acquiring institution is accredited at the same certification level

In the case of acquisition of another MACTE accredited certification course, if the acquiring program or institution is not accredited at the certification level of the acquired program or institution, then a full application and Self-Study must be submitted as an initial applicant.

A one-day on-site verification visit is required for all Substantive Change 6 applications.

H.9 Change 7: Change in Location(s)

A change in primary location or relocation to an already established additional location (within a 50-mile radius) requires the submission of a Substantive Change 7. For an additional location that is relocating, the new location must be within 50 miles and maintain at least 75% of the faculty. If an additional location is relocating outside of a 50-mile radius, programs and institutions must withdraw that location and submit a Substantive Change 8 for the new additional location. A one-day on-site verification visit is required for all Substantive Change 7 applications.

If only the office is relocating, MACTE, all enrolled adult learners, and the MRO must be informed of the change in office location by mail or email, but a Substantive Change is not required.

The following must be provided for a change in location:

- copy of state licensing and authorization to operate from appropriate governmental licensing agency (with updated address)
- copy of updated publications reflecting the change
- copy of rent/lease agreement or proof of ownership for new facility
- list of educational materials
- narrative description addressing the reason for the change, the process used in accomplishing the change, and the process of transitioning to the new location

If this change in location includes a teaching site that is new to the program or institution, the items listed below will also be requested.

- copy of contract with host school or agency
- copy of state and local licenses for teaching site

INTERIM LOCATIONS

For a temporary change in location, whether planned or unplanned, the program or institution must notify the MACTE office.

In the notification about the interim location, the program or institution must include the following information:

- a statement explaining the reason for the change; include a statement of how the interim location will provide the same experience for the adult learners as the main location (what adjustments, if any, are needed)
- address of the interim location
- dates the interim location will be used
- copies of any legal documents (such as a lease, special insurance, etc.) needed for the interim location
- a statement of how the change in location will be communicated to all stakeholders (adult learners, faculty, others, etc.)

MACTE will determine how to proceed in verifying the interim location; the verification process may include a virtual on-site visit of the location. Depending on the length of time at the interim site, the MACTE office may require the submission of a Substantive Change 7.

H.10 Change 8: Additional Location(s)

ESTABLISHMENT OF AN ADDITIONAL LOCATION

An additional location is geographically apart from, but not independent of, the primary location or the organizational control and management. Only the level(s) that have been accredited at the primary location can be offered at the additional location. The program or institution offers the same certification course(s) as the primary location at the additional location. Additional locations have the same hours requirements as the primary location. Programs or institutions are required to apply for accreditation for all additional locations.

There are various types of additional locations that a program or institution may utilize, such as contract sites and residency sites. Regardless of the type of location or what the program or institution internally refers to the location as, these are all considered to be additional locations. They are charged the same fee, undergo the same review process, and have the same length of accreditation as additional locations. Please refer to the glossary for any clarification.

If the majority of academic hours are delivered online, the location where the in-person hours are delivered is considered the primary location. If there is more than one in-person location, the program or institution designates one as the primary location. All other locations that are used for in-person academic hours are considered additional locations.

Annual and adult learner fees are required to be paid for each certification course level offered at an additional location. The first annual dues for an additional location will be based on the start date of the initial cohort.

Approved additional locations operate until the scheduled renewal of accreditation within the regular seven-year cycle. At the time of reaccreditation, a one-day on-site visit is required for all additional locations in operation, unless the additional location's original accreditation date is within 24 months of the program or institution's renewal date.

If the program or institution 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 or institution:

- 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

- has failed to meet established deadlines, been placed on probation or Accreditation with Stipulations status, or is subject to some other limitations on its accreditation status

If there are more than three additional locations, on-site verification visits are conducted at reasonable intervals to a representative sample of locations. Programs and 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 program or 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 location has an on-site verification visit within a 24-month period of the primary location's renewal of accreditation, a second on-site verification visit for the additional location 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 process, all additional locations will be included in the renewal. If MACTE's accreditation of a freestanding institution enables it to seek eligibility to participate in Title IV 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 manages the administration of the course in the additional location and 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 teaching and/or educational administration experience.

The following must be provided for a Substantive Change 8:

- letter(s) of authorization from the appropriate governmental licensing agency
- copies of state and local license(s) for new location
- copy of contract with host school or agency inclusive of rent/lease agreement or proof of ownership for new facility
- updated organizational chart (include how the additional location fits into the existing organizational structure)

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- budget inclusive of additional location
- list of materials for additional location
- resume/CV, Montessori credential, and professional development for site coordinator
- academic and practicum schedule for additional location inclusive of daily hours and content
- syllabi for additional location
- practicum site information
- faculty Information
 - Faculty Summary Table including all faculty involved with the additional location
 - faculty qualification documentation for all newly hired faculty
- completed Appendix A: Adult Learner Handbook (see [Section D.11](#))
- a narrative addressing how course components will be delivered via online education at the additional location if the primary location has previously been approved to offer course components via online education.
- teaching site information will also be requested if there is a [teaching site](#)

SUBSTANTIVE CHANGE 8A: SUBSEQUENT ADDITIONAL LOCATION(S)

Programs and institutions that have successfully completed at least one cycle of accreditation for a level at the primary location and have received accreditation for the addition of at least two additional locations at that same level may apply for a Substantive Change 8A for subsequent additional locations at that same level. The program or institution must be in good standing to be eligible for the Substantive Change 8A. In addition, a program or institution must not have been placed on accreditation or administrative probation over the prior three years. Please refer to the [glossary](#) for the definition of good standing.

The Substantive Change 8A may require an on-site visit and/or additional documentation.

All additional location accreditation dates correlate with the accreditation dates for the primary location. When the primary location is going through the renewal process, all additional locations will be included in the renewal.

An initial program or institution is first eligible to apply for a Substantive Change 8A at the same time they apply for their renewal, which is in the fifth year of accreditation.

The following must be provided for a Substantive Change 8A:

- copy of contract with host school or agency inclusive of rent/lease agreement or proof of ownership for new facility
- letter(s) of authorization from the appropriate governmental licensing agency
- copies of state and local license(s) for new location
- letter(s) of authorization from the appropriate governmental licensing agency
- updated organizational chart (include how the additional location fits into the existing organizational structure)
- resume/CV, Montessori credential(s), and professional development for site coordinator
- academic and practicum schedule for additional location inclusive of daily hours and content only if the format of the schedule is different from the primary location.
- faculty Information
 - Faculty Summary Table including all faculty involved with the additional location
 - faculty qualification documentation for all newly hired faculty
- Adult Learner Handbook (only if there are significant changes in the handbook from the primary location)
- [teaching site](#) information (if applicable)

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 primary established location
- is geographically apart from and independent of the main campus of the program or institution
- is permanent in nature
- has its own faculty and may have its own administrative/supervisory organization
- has its own budgetary and hiring authority

A branch campus is not considered an additional location and requires the submission of a full Self-Study, and a complete on-site verification visit, as it is a new

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level not offered at any other location. If the new location is less than 50 miles from the primary location, it is considered part of the main location and needs an initial Self-Study application and review for the new level.

SECTION I: ACCREDITED PROGRAM OR INSTITUTION REQUIREMENTS

I.1 Adult Learner Registration and Graduation Procedures

All current and historic adult learner lists and the contact information and transcripts for each adult learner must be maintained. It is the responsibility of the program or institution to accurately report this information to MACTE. MACTE also maintains records for each adult learner that attends and graduates from a MACTE accredited program or institution.

ADULT LEARNER REGISTRATION

At the start of each course cycle, adult learners must be registered with MACTE. For freestanding institutions, the registration deadline is by the 15th of the second month after the start of the academic course cycle. For programs within colleges or universities, 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

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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 or institution and cannot be assessed to the adult learner. If a program or institution 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.

If a program or institution registers adult learners late, they will be put at risk of Administrative Probationary Accreditation.

ADULT LEARNER GRADUATION

All programs and institutions, regardless of affiliation, must notify MACTE when an adult learner graduates by submitting a MACTE Graduation List or a comparable document from the program or institution's MRO. Failure to notify MACTE of adult learners' graduation puts the program or institution at risk for falling out of compliance with MACTE's policies.

Regardless of whether a MRO keeps independent records of graduates, programs or institutions are responsible for reporting both registration and graduation information to MACTE. Some MROs issue credentials independent from MACTE. MACTE assists programs or institutions whose MRO does not issue credentials. These programs or institutions will be required to submit Adult Learner Record Forms 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 MRO differences distinguished by the "Who?" column. If there is uncertainty whether an MRO handles credentialing, please contact the MACTE office.

ADULT LEARNER REGISTRATION AND GRADUATION PROCEDURES

STEP	ACTION	WHO?
1: Adult Learner Registration	<p>For Freestanding Institutions: The program submits 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>For College or University Programs: The program submits 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>For Initial Applicants: The program submits an Adult Learner Registration List with adult learner fees upon achieving MACTE accreditation.</p>	All Programs and institutions
2: Reporting Graduation	All programs or institutions, regardless of affiliation, must notify MACTE when an adult learner graduates by submitting a MACTE Graduation List or a comparable document from the program's MRO.	All Programs and institutions
3: Submission of Adult Learner Records	At the end of the certification course cycle, the program or institution will submit an Adult Learner Record Form for each adult learner completing the program or institution.	All programs or institutions that are not affiliated with an organization that handles credentialing
4: Receiving MACTE seals for Adult Learner Credentials	Upon receipt of the Graduation List and Adult Learner Record Forms, MACTE verifies that each graduating adult learner is registered and paid for and has successfully completed the certification course cycle. MACTE mails the appropriate amount of MACTE seals to the program or institution.	All programs and institutions that are not affiliated with an organization that handles credentialing
5: Placement of MACTE Seal	Upon receipt of the MACTE seals, the program or institution (or MRO) applies a seal to each adult learner's credential. The credential must include the name of the accredited program or institution, the level, the date of graduation, and the adult learner's name. The MACTE seal on this document serves as a verification that the adult learner graduated from a MACTE accredited program or institution.	Programs and institutions or their MRO

»» **PLEASE NOTE:** if a MRO utilizes a different version of the adult learner list or graduation list, the program or institution 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 apply directly to the adult learners listed on its corresponding Adult Learner Registration Lists. These fees are non-refundable and cannot be transferred to another adult learner. If an adult learner decides to withdraw from the course after the registration deadline, their payment will be forfeited.

The adult learner fee is valid for the level at the program or institution where they are registered, no matter the length of time it takes to complete the course. The adult learner may transfer the fee to a new level if they do so within one year from the start date. If an adult learner chooses to either change the course level after this date or register for an additional course at a later date, they must be registered for the new level and pay applicable fees.

An EL I, EL II, or SEC I adult learner can choose to complete (or upgrade to) the combined EL I-II or SEC I-II course level at the same program or institution without repaying the adult learner fee. An updated registration list indicating this change/upgrade should be sent to the MACTE office. There is no time limit to make this change.

REGISTRATION OF TRANSFER ADULT LEARNERS

If an adult learner transfers into a cohort after the start of a course cycle, the program or institution 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, a copy of the adult learner's previous unofficial transcript must be included along with a completed Adult Learner Transfer Evaluation form.

REPLACEMENT SEAL REQUEST

One MACTE seal will be given to each adult learner that attends and graduates from a MACTE accredited program or institution. In the case that a replacement seal is required, the program or institution must submit a MACTE Replacement Seal Request to the MACTE office with the replacement seal fee.

ALTERNATIVE AGREEMENTS

Each program or institution is responsible for abiding by the policies and procedures listed in this section regardless of geography, demographics, or size. Programs or institutions should adapt their own policies appropriately. If MACTE determines that a program or institution requires an additional or alternative registration policy, MACTE may issue an Alternative Agreement. 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.

I.2 Annual Reporting

Each year, an online annual report must be submitted to the MACTE office by the required deadline. The annual report is an important monitoring and evaluation tool that enables MACTE to ensure continued compliance with the Quality Principles and Criteria. Key data and indicators collected and analyzed include measures of adult learner achievement, enrollment, and fiscal information. Programs or institutions confirm the accuracy of MACTE records regarding contact information, addresses, faculty, and any substantive changes. There is also a review of adult learner records for accuracy.

Annual reports are distributed each October. The reporting period for annual reports is July 1st of the previous year to June 30th of the current year. A late fee is assessed if the November 15 deadline is not met. Additional action includes placement on Administrative Probationary Accreditation.

ADULT LEARNER ENROLLMENT GROWTH

Programs and institutions will confirm the status of cohort sizes and enrollment for all adult learners in a fiscal year when completing the Annual Report.

For any program or institution showing significant growth within a fiscal year in their Annual Report submission, the MACTE staff will implement a focused report. This report will inquire regarding the causes for this growth, to include: if the program or institution can manage the expanded enrollment numbers at their location, if there are enough faculty members to manage the growth in cohort size, and if they are capable of supporting these adult learners, with their current budget. If further inquiry is needed, MACTE will either plan a scheduled meeting with the program director and faculty or hold an official on-site visit.

»» **PLEASE NOTE:** *If a program or institution is inoperative and would like to maintain full accreditation in good standing, they are required to submit annual reports and to pay all accreditation-related fees and charges.*

I.3 Graduation Rates

MACTE collects the graduation data of all adult learners. When graduation lists are submitted to the MACTE office, the adult learner status is updated. During the annual report, programs and institutions 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

Programs and institutions update or confirm the status of all adult learners using the following:

- **continuing adult learner:** still enrolled and is expected to graduate
- **transferred out:** transferred out of a cohort to another recognized program or institution after the course cycle begins
- **graduate:** completed all requirements and received a credential in the corresponding course level
- **withdrawn:** voluntarily left permanently during the course cycle
- **dismissed:** failed the course or was asked to leave
- **other:** if unsure of the correct adult learner status, choose other and 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 MACTE's 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 is included in the graduate employment data for that year.

TIMELINE:

1. Every July, accredited programs and institutions distribute graduate 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 and institutions are able to complete the graduate survey distribution process much earlier as their course cycle timelines allow.
2. Accredited programs and institutions gather the returned data and prepare for submission in the MACTE annual report.

The following reporting categories can be included in the graduate 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

EMPLOYMENT STATUS REPORTING

Programs and institutions indicate the employment status of each graduate from one of the following:

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

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

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

Each year, programs and institutions 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 is considered complete, and the graduation and employment rates are finalized.

I.5 MACTE Threshold Requirements

Graduation and employment rates are important outcome and quality indicators. 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 and employment rates is 70%. MACTE monitors this rate as part of the annual reporting process. Graduation rate calculation methods are addressed above.

If the graduation and/or employment rates fall below the 70% threshold for two consecutive cohorts for any one course level, the program or institution receives a letter from the MACTE office and will be required to submit an acceptable Narrative Explanation and Improvement Plan (NEIP) within three months. The NEIP is intended to help identify possible contributors to the low graduation rate and explain how the plan to improve these measurements in the next two years.

If the graduation and/or employment rates continue to fall below the 70% threshold, the MACTE Board reserves the right to review the circumstances and determine whether or not the program or institution should remain in good standing.

I.6 Teach-Out Agreements

TEACH-OUT PLAN

A teach-out plan provides for the equitable treatment of adult learners if a program or institution 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 and institutions. A teach-out plan must be submitted to MACTE for approval when any of the following events occur:

- the program or institution 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 revoke the program or institution's accreditation;
- a state licensing or authorizing agency notifies MACTE that a program or institution's license or legal authorization to provide a certification course has been, or will be, revoked; or
- for a nonprofit or proprietary institution, the Secretary of Education notifies MACTE of a determination by the program or institution's independent auditor expressing doubt about their ability to operate as a going concern or indicating an adverse opinion or a finding of material weakness related to financial stability;
- the Secretary of Education notifies MACTE that the institution is participating in Title IV, HEA programs under a provisional program participation agreement and the Secretary of Education has required a teach-out plan as a condition of participation;
- the Secretary of Education notifies MACTE that it has placed the institution on the reimbursement payment method under [34 CFR 668.162\(c\)](#) or the heightened cash monitoring payment method requiring the Secretary's review of the institution's supporting documentation under [34 CFR 668.162\(d\)\(2\)](#);
- the Secretary of Education notifies the agency that the Secretary has initiated an emergency action against an institution or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program.

TEACH-OUT AGREEMENT

A teach-out agreement may be part of a teach-out plan. It is a written agreement between MACTE accredited programs and institutions 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 or institution that provides 100% of at least one certification course ceases to operate before all enrolled adult learners have completed their course. The teach-out agreement outlines the process for current adult learners to complete the course at an alternative location. The requirements of the teach-out agreement are listed below.

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- The teach-out agreement exists between the program or institution ceasing operations and another MACTE accredited educator preparation program or institution.
- The teach-out agreement demonstrates that a program or institution 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 or institution 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
 - provides adult learners with information about any additional charges, including detailed breakdown of those charges in a timely manner
 - can remain stable, carry out its mission, and meet all obligations to existing adult learners.

MACTE may require an accredited program or institution to enter into a teach-out agreement as part of its teach-out plan.

MACTE REVIEW OF TEACH-OUT AGREEMENT

MACTE may approve the teach-out agreement only if it is consistent with MACTE's Quality Principles and criteria and provides for the equitable treatment of adult learners being served by ensuring that the teach-out program or institution:

- has the necessary experience, resources, and support services that are of acceptable quality and reasonably similar in content, delivery modality, and scheduling to that provided by the program or institution that is ceasing operations either entirely or at one of its locations
 - While an option via an alternate method of delivery may be made available (such as online learning), such an option is not sufficient unless an option via the same method of delivery as the original EPP is also provided
- has the capacity to carry out its mission and meet all obligations to existing adult learners
- demonstrates that it:
 - can provide adult learners access to the course and services without requiring them to move or travel for substantial distances or durations

- will provide adult learners with information about any additional charges

Irrespective of any teach-out plan or signed teach-out agreement, MACTE will not permit an institution or program to serve as a teach-out institution or program if the program or institution is subject to the conditions as outlined by the U.S. Department of Education in the earlier “Teach-Out Plan” section.

MACTE is permitted to waive requirements regarding the percentage of credits that must be earned by an adult learner at the program or institution awarding the diploma or credential if the adult learner is completing through a written teach-out agreement or transfer.

Programs and institutions must provide copies of all notifications related to the closure or to teach-out options to ensure the information accurately represents adult learners' ability to transfer credits and may require corrections.

REQUIREMENTS FOR SUBMISSION OF TEACH-OUT PLAN

An accredited program or institution 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 or institution responsibilities to enrolled adult learners
- address where records of past graduates will be maintained
- contact person, including contact information (address, telephone, email)
- teach-out agreement (if applicable)

If the teach-out plan includes a teach-out agreement, the following must be submitted:

- a complete list of adult learners currently enrolled and the requirements each adult learner has completed

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- the plan for providing all eligible adult learners with information on how to obtain a closed school discharge and State refund policies
- a record retention plan to be provided to enrolled adult learners regarding final disposition of their records
- information on the number and types of credits the receiving institution is willing to accept prior to the adult learner's enrollment
- a statement provided to adult learners on the tuition and fees of the program and the number and types of credits accepted by the institution accepting the adult learners
- copy of the teach-out agreement, including the name of the program or institution and the certification course level to which the teach-out agreement applies, and the anticipated date of closing or discontinuance of the pertinent program or institution. The agreement must be signed by the chief executive officers of both programs or institutions.
- map showing geographic proximity of the programs or institutions
- analysis of content and schedules showing compatibility of program or institution structure and scheduling
- notification of closure and terms of the potential teach-out agreement to enrolled adult learners and verification of mailing address

MACTE REVIEW OF TEACH-OUT PLAN

Upon submission, the MACTE office will review the teach-out plan within 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 or institution and others included in a teach-out agreement for approval. If the program or institution is accredited by another recognized accrediting agency, MACTE will notify that accrediting agency of the approval.

I.7 Complaints

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

MACTE values information provided by adult learners, faculty, and other members of the public; this is why there are devoted times for interviews during on-site verification visits and why comments about EPPs are solicited via our [third-party comment web page](#) before on-site visits. Comments (not formal complaints) are welcome at any time via email to accreditation@macte.org.

Complainants must share their names and contact information for MACTE to be able to follow the complaint review process. MACTE can attempt to keep the complainant's identity confidential, but it is not guaranteed a program or institution will not figure out who has filed a complaint through the review process.

MACTE does not intervene in complaints as a mediator but instead maintains, at all times, an investigative role. MACTE does not intervene on behalf of individuals or act as a court of appeal in matters of admission, granting or transfer of academic credit, grades, fees, adult learner financial aid, disciplinary action, collective bargaining, staff or faculty appointments, promotion, tenure, dismissals, or similar matters. Before the steps below are implemented, the complainant should demonstrate that a serious effort was made to resolve the issue through the EPP's complaint procedures that are outlined in each adult learner handbook.

REQUIRED NOTICE OF OPPORTUNITY AND PROCEDURE TO FILE COMPLAINTS

Each accredited program and institution 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 or institution's compliance with the MACTE Quality Principles, Competencies, or required accreditation policies and procedures. MACTE is interested in the sustained quality and continued improvement of Montessori educator preparation programs or institutions 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.**

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, e-mail: accreditation@macte.org, website: www.macte.org

MAINTENANCE OF INTERNAL COMPLAINTS

Programs and institutions must maintain a record of adult learner complaints related to the MACTE Quality Principles, Competencies, or required accreditation policies and procedures since the last comprehensive review of the program or institution. Additionally, a copy of all adult learner complaints must be forwarded to the MACTE office. Accredited programs or institutions must retain information in their files to document compliance with the complaint policy. Each time the program or institution hosts an on-site visit for renewal of accreditation, the On-Site Verification Team will review all complaints since the previous on-site verification visit or within the past five years for initial applicants.

DUE PROCESS RELATED TO INVESTIGATION OF COMPLAINTS

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 or institution's internal processes prior to initiating a formal complaint. The following procedures have been established to manage complaints:

THE FOLLOWING PROCEDURES PROVIDE A MECHANISM FOR MACTE TO REVIEW COMPLAINTS:

1. The complainant is informed that their complaint has been received.
2. If MACTE determines the complaint is not within the scope of MACTE's policies, the complainant will be notified of the decision within 30 days of receipt of the complaint.
3. If the complaint appears to be within the scope of MACTE's responsibility and appropriate documentation has been provided, a copy of the complaint is forwarded to the program director, who must respond by the date specified by MACTE (no more than 30 days). The program director must present evidence to MACTE that its policies and processes are functioning as they were represented in its Self-Study and that the complaint does not represent a breach of MACTE's Quality Principles and criteria. (MACTE may take adverse action against a program or institution at this step in the procedure.) During this step, MACTE also determines if other appropriate agencies, such as MROs, will be notified.
4. MACTE reviews the program director's response to determine the status of the complaint in light of MACTE's Quality Principles and/or policies. An analysis by MACTE staff is prepared within 30 days of receipt of the program or institution's response.

5. At the next MACTE board meeting, the board of directors reviews the program or institution's responses to decide whether the complaint represents a breach of MACTE's Quality Principles and criteria and whether additional information is needed. A written response that details the basis for the MACTE board's decision is sent within 30 days to the program or institution; if additional information is required, the program or institution has a set amount of time determined by the MACTE board (no more than six months) to address the issue and bring forward further evidence. If it is determined that a focused on-site visit is required, the visit is scheduled and conducted in accordance with MACTE's usual on-site visit procedures.
6. If the program or institution fails to respond to the complaint, the MACTE board may take action. If the program or institution presents new evidence, MACTE staff reviews that evidence and presents a staff analysis to both the program or institution and the MACTE board for its decision regarding their accreditation status.
7. The involved parties are informed of the MACTE Board's decision.

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. 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 MACTE office will inform the complainant of the results of the initial screening.
3. 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 or institutions; 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 latter case.
4. The MACTE Board considers changes in its policies and procedures, if indicated.

5. MACTE informs the complainant of the results of consideration of the complaint following the meeting or email balloting of the Board. Every attempt will be made to reach a conclusion within 90 days.

SECTION J: MACTE RECOGNIZED ORGANIZATIONS (MROS)

J.1 MRO Requirements

Montessori organizations, consortia, or groups of independent programs and institutions that meet the criteria listed below may apply for affiliation with MACTE. The applicant organization, consortium, or group of independent programs or institutions must demonstrate that it:

- is organized for purposes that are exclusively educational
- is responsible for affiliating five or more accredited programs or institutions
- 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
- is committed to cooperation with all participating organizations and institutions

J.2 Applying for Affiliation

To apply as a MACTE recognized organization or group of independent programs or institutions not in a consortium, a completed application and fee should be submitted to MACTE. The MACTE office should be contacted to start the application process. The application can be located in the [MACTE Document Library](#).

J.3 MRO Fees

MACTE recognized organizations, consortia, and groups of independent programs or institutions are responsible for the following fees. The fee amounts are listed in the most recent MACTE Fee Schedule. Application fees are due upon submission of the application. Each MACTE recognized organization is billed for an annual fee September 1st.

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 or institution 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, also referred to as “the portal.”
academic clock hours:	the instructional hours. This includes lectures, demonstrations, and integrated practice with materials with the certification course instructor(s). Practicum hours are separate from academic hours. The total academic and practicum clock hours may not include written and oral exams, lunches and other breaks, and translation time if the educator preparation course is offered in one language and translated into another. Academic and practicum hours also do not include independent research and material making and/or album preparation.

additional location:	a location that is geographically apart from, but not independent of, the primary location or its organizational control and management, with the same ownership structure of the program or institution and that offers at least fifty percent of an educational program.
adult learner:	a student who is actively enrolled in a Montessori educator preparation program or institution.
annual report:	a monitoring and evaluation tool submitted to MACTE each year by accredited programs and institutions. Annual reports include measures of adult learner achievement, enrollment, and fiscal information and confirm the accuracy of MACTE records regarding contact information, addresses, faculty, and any substantive changes.
articulation agreement:	an agreement between two or more programs or institutions. Examples: transfer of credit, acceptance of adult learners.
asynchronous instruction:	instruction in which adult learners participate in online learning on their own timeline (or non-simultaneously). Asynchronous instruction is counted in online (OL) academic hours.
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 demonstrating financial viability by a surety agreement (insurance policy), to be used to cover funds to adult learners in the event the program or institution closes before completion of its Montessori educator preparation certification course(s).

branch campus:	a permanent location that is geographically separate from the main campus and offers a course level not offered within 50 miles of the main established location. Branch campuses may have their own faculty and/or administrative staff and have its own budgetary and hiring authority.
certification course:	a training program that, upon successful completion, leads to an official certification or credential, demonstrating the graduate's expertise as a qualified, competent, and caring Montessori educator.
consortium:	a formal association of five or more independent educator preparation programs or institutions that are national or international in scope and accredited by MACTE.
contract site:	contract sites are temporary and are based on a written agreement between the program or institution and the contractor or host school. MACTE considers these additional locations.
course cycle:	minimum length of time a program or institution 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 component:	the individual units or classes that make up a certification course.
course level:	the age range for which the adult learner will receive their teaching credential
document:	to provide tangible evidence.

documentation:	evidence that supports statements made by the program or institution. This may include copies of licenses, certificates, published policies, or other relevant written criteria.
educator preparation program (EPP):	programs or institutions providing certification courses that prepare adult learners to work as teachers, administrators, or elsewhere in the education field.
encumbered funds:	an acceptable method for the program or institution 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 they close before completion of its certification course(s).
escrow account:	an acceptable method for demonstrating financial viability by committing funds held in escrow to be used to cover refunds to adult learners in the event of closing before completion of its Montessori educator preparation certification course(s).
executive director:	a staff member at the educator preparation program who is responsible for the operational aspects of a program, along with other duties.
field supervisor:	a qualified individual appointed by an educator preparation program to observe and mentor adult learner progress through the practicum phase.
financial viability:	evidence that demonstrates that programs or institutions can meet obligations to enrolled adult learners. The program or institution provides documents demonstrating its financial viability and responsibility for its certification course. Examples include bonding, encumbered funds, escrow accounts, statements from a financial institution, audits, and/or certified letters from financial institutions.

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

good standing: the status of a program or institution in full compliance with all MACTE Quality Principles and Criteria; 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 MRO. Placement on probation excludes a program or institution from attaining good standing.

guest instructor: an expert who is invited, by the program director, to present a portion of a course. For core course components, the maximum amount that a guest instructor can instruct is 50% of the course. The program director is responsible for ensuring that the content of the guest instructor’s qualifications align with the MACTE requirements.

Independents not in a Consortium: a group of MACTE accredited programs or institutions that are not members of a MACTE recognized organization (MRO).

inoperative: a program or institution that is not currently offering instruction or actively operating but has not withdrawn from accreditation and is in good standing.

in person (IP): refers to the time in which academic content is delivered in person (formerly known as “in residency”).

in-person requirement:	the minimum number of clock hours a program must instruct in person.
instructor:	faculty member responsible for instructing adult learners and assessing learning for one or more course components.
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 educator preparation certification course(s).
level coordinator:	a person appointed to oversee a specific level in the case in which the program director does not hold credentials and/or have the required classroom experience at all the levels offered. Level coordinators have the same qualifications as a program director.
MACTE recognized organization (MRO):	a Montessori professional society or trade association, which is national or international in scope (previously referred to as “affiliates”).
online learning (OL):	refers to the time in which the program delivers academic content online, either synchronously or asynchronously.
on-site verification team (OSVT):	a volunteer team of experienced Montessorians who visit programs or institutions seeking initial or renewal accreditation and certain substantive changes, with the purpose of verifying the information provided in a Self-Study.

on-site visit (OSV):	a visit that occurs once all documentation in a Self-Study or substantive change application has been accepted. A team of experienced Montessorians and educators visits to verify the Self-Study information/documentation that has been reviewed. On-site visits can take place in person or in a hybrid format, with some verifiers participating virtually.
post-secondary education:	education that follows the successful completion of secondary education (high school). Post-secondary education refers to colleges and universities as well as trade and vocational schools.
practicum:	defined as student teaching and/or observation. The practicum must include the following: student 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, demonstration of skills, and supervised practice. Each program should refer to its MRO's requirements with regard to student teaching and observation requirements.
practicum coordinator:	the program staff member responsible for arranging adult learner evaluation visits, assigning and preparing field supervisors to make these visits, and for other pertinent duties related to the practicum period.
professional development:	relevant training or workshops related to best practices in teaching and learning. Professional development does not include health and safety training.
program director:	the person whose primary responsibility is policy, oversight, and curriculum management of the Montessori educator preparation teacher education program or institution. They must be present for the duration of the academic phase at the primary location of the EPP.

recognized Montessori credential (for educator preparation program or institution faculty):	a credential issued from a MACTE accredited educator preparation program.
residency site:	residency sites are locations used for the in-person academic hours, where the remaining academic hours are offered via online education. MACTE considers these additional locations.
satellite location:	a location that is geographically apart from, but not independent of, the primary location or its organizational control and management. MACTE considers these additional locations.
school-based residency model:	a program or institution that incorporates elements such as teacher placement in a partner school and offers a high level of support via mentoring and field visits.
self-directed practicum:	a practicum experience in which the adult learner leads a Montessori children’s classroom without the guidance of a supervised teacher. Programs and institutions that allow for self-directed practicums are required to provide additional support to the adult learners.
Self-Study:	the written application for accreditation, submitted through the MACTE portal, which provides evidence of adherence to MACTE Quality Principles in the certification courses.
site coordinator:	the person who manages the administration of the course in an additional location. The site coordinator must have a Montessori credential at one or more of the course levels being delivered at that location and must be present for the duration of the academic phase.

stipulation:	a deficiency that the MACTE Board asks the accredited program or institution to address. The “Accreditation with Stipulations” status is held until the deficiency is resolved.
student teaching:	the hours during the practicum phase that the adult learner spends in a Montessori children’s classroom applying knowledge and skills acquired during the academic phase. See <i>practicum</i> for more information.
substantive change:	a fundamental change to a certification course that occurs once a level is accredited. An application, fee, and review are required for all substantive changes. Some substantive changes require an on-site visit.
substantial compliance:	general fulfillment of accreditation requirements.
supervised practice:	integrated practice with materials with the certification course instructor(s) observing and providing feedback. These can be counted as either academic or practicum hours.
supervising teacher:	the Montessori classroom teacher responsible for supervising and mentoring an adult learner while student teaching during the practicum phase. Supervising teachers must have a minimum of one year of teaching experience post-credential. The supervising teacher must be present in the environment on all days on which the student teacher is present.
synchronous instruction:	instruction in which adult learners participate in online learning at the same time (simultaneously). Synchronous instruction is counted in online (OL) academic hours.
teaching site:	a facility used only for a portion of a cohort’s in-person instruction. Teaching sites may be used for up to 50% of the course’s total instructional hours.

teach-out plan: a written plan that provides for the equitable treatment of adult learners if a program or institution 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 other accredited programs or institutions.

teach-out agreement: may be part of a teach-out plan. It is a written agreement between MACTE accredited programs and institutions that provide 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.

voluntary withdrawal: a program or institution in good standing with MACTE may submit a written request at any time for withdrawal from Full Accreditation status.

weakness: a deficiency that does not rise to the level of stipulation that the MACTE Board asks the accredited program or institution to address.

withdrawal: voluntary termination of enrollment by the adult learner before the Montessori certification course is completed.

APPENDIX: REQUIREMENTS FOR ADMINISTRATOR COURSE

Accredited programs and institutions are required to incorporate MACTE Competencies into course syllabi and 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 or institution to demonstrate how they are training the adult learners to be competent, caring, and qualified leaders.

»» **IMPORTANT REMINDER:** each certification course level offered by a program or institution must be MACTE accredited. Programs and institutions with existing MACTE accredited levels that offer the Administrator credential have until June 2026 to submit an application for accreditation.

MACTE Administrator Credential Competencies

The adult learner understands theory and content related to competency categories and subcategories and demonstrates appropriate evidence.

COMPETENCY CATEGORIES	COMPETENCY SUBCATEGORIES:	EXAMPLES EVIDENCE OF THE COMPETENCIES The adult learner will be able to...
1. Leadership Skills	1a. Montessori Leadership Principles	Demonstrate how Montessori principles are actualized in school leadership.
	1b. Personal and Professional Growth	Engage in personal and professional growth to support staff, faculty, and student success.
	1c. Equity, Inclusiveness, and Cultural Responsiveness	Understand and cultivate equitable practices, resources, and services that support equity.
	1d. Ethics	Model ethical behavior in personal conduct and advocate for ethical and legal decisions.
2. Faculty & Staff Management	2a. Onboarding Faculty & Staff	Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty & staff.
	2b. Support for Faculty & Staff	Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.
	2c. Management of Faculty & Staff	Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.
3. Educational program or institution	3a. Montessori Philosophy	Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
	3b. Montessori Curriculum	Demonstrate an understanding of the Montessori curriculum at each age level, its implementation, and expectations for Montessori teachers.
	3c. Educational Identity, Culture & Policies	Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs or institutions at all levels.
	3d. Community Engagement	Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

COMPETENCY CATEGORIES	COMPETENCY SUBCATEGORIES:	EXAMPLES EVIDENCE OF THE COMPETENCIES The adult learner will be able to...
<p style="text-align: center;">4. Operations and Management</p>	<p>4a. Finances and Fundraising</p>	<p>Demonstrate knowledge of effective utilization of resources and fiscal management practices.</p>
		<p>Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.</p>
	<p>4b. Facility Management and Environment Design</p>	<p>Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.</p>
	<p>4c. Marketing, Enrollment and Retention</p>	<p>Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture.</p>
		<p>Demonstrate the ability to develop and implement a system to encourage family retention.</p>
	<p>4d. Educational Law</p>	<p>Demonstrate knowledge of school/child-care governmental regulations and policies.</p>
	<p>4e. Principles and Leadership of Governance</p>	<p>Demonstrate knowledge of the different types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.</p>
<p>4f. Strategic Planning</p>	<p>Demonstrate an understanding of the role of strategic planning and the ability to utilize it for school improvement.</p>	

Course Hour Requirements

ADMINISTRATOR COURSE

Completion of this level requires a minimum of 950 clock hours. A minimum of 250 academic clock hours is required, covering but not limited to the topics of leadership skills, faculty and staff management, educational programs or institutions, and operations and management. The practicum is comprised of 700 clock hours. At least 80 academic clock hours of instruction must be offered face-to-face; 40 of those 80 hours may occur through synchronous online instruction.

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 active participation and/or observation. The practicum must include the following: observation, integration of knowledge with practice, communications, demonstration of skills, and supervised field visits. Practicum hours do not include independent research. Each program or institution should refer to its MRO's requirements with regard to active participation and observation requirements.

Faculty Requirements

PROGRAM DIRECTOR

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

- if the educator education program or institution 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. If the teacher education program or institutions is outside the U.S., the nationally recognized post-secondary education standard applies in each state, province, or its equivalent.

- a recognized Montessori credential at any level of instruction and three years of experience as an administrator in a Montessori school after receipt of Montessori credential. If the director does not have three years of experience as an administrator, 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)
- evidence of continuing professional growth within the last three years (required both within the U.S. and internationally)

Interim directors must possess these same qualifications.

INSTRUCTORS

Instructors must have the following qualifications:

- if the educator preparation program or institution 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.
- evidence of continuing professional growth within the last three years (required both within the U.S. and internationally)
- for administrator core course components, a recognized Montessori credential at any level and three years of experience as an administrator at a Montessori school after receipt of Montessori credential
- for administrator other course components, faculty must have three years of experience in their respective field
- teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships)

FIELD SUPERVISORS

Field supervisors are qualified individuals appointed to observe and mentor adult learner progress through the practicum phase.

Field supervisors must have the following qualifications:

- either three years of Montessori school administrative experience or serve as a member of the program or institution's administrator faculty
- Montessori credential at any level and three years of experience as an administrator at a Montessori school after receipt of Montessori credential. Must hold a Montessori credential from a program that included in-person instruction and the completion of a practicum.
- teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships)

Programs are responsible for maintaining the field supervisors' documentation. This documentation is verified during on-site visits, and the list of field supervisors are provided in the annual reports. Each program or institution should refer to its MRO's requirements with regard to field supervisor qualifications. Program directors are responsible for ensuring that the field supervisors meet the MACTE and MRO requirements and that there is no conflict of interest between the field supervisor and the adult learner.

GUEST INSTRUCTORS

An expert who is invited to present a portion of a course. For MRO-defined core course components, the maximum amount that a guest instructor can instruct is 50% of the course. The program or institution's director is responsible for ensuring the content of the guest instructor's presentation is aligned with the MACTE Competencies. Guest instructors must be recognized experts in the area of instruction and must provide evidence of their expertise by submitting a resume and any other pertinent documents that show their qualifications and expertise.

EXECUTIVE DIRECTOR

The executive director is responsible for operational aspects along with other duties. Executive directors do not need to hold Montessori teaching credentials. Programs or institutions with an executive director must still have a program director and/or level coordinators. Executive directors have the following qualifications:

- bachelor's degree
- evidence of experience and competence in leading an organization (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation, etc.)

PROFESSIONAL PORTFOLIO CRITERIA FOR PROGRAM OR INSTITUTION 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 is used to review the portfolio.

Professional Portfolio Criteria:

- a personal statement that includes your philosophy of education, how your skills and experiences have contributed to your educator preparation program or institution, and how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers
- current resume/CV
- Montessori credentials/teaching certificates/other relevant endorsements or licenses
- professional development for the past three years
- one letter of support/recommendation dated within twelve months from someone outside of the current program or institution
- evidence that shows how you have remained current in the Montessori field, e.g.,
 - affiliations/memberships
 - professional achievements (publications, workshops, lectures, awards and honors, etc.)
 - community service

PROFESSIONAL DEVELOPMENT

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives and in the provision of an appropriate learning environment. MACTE requires an average of ten hours of professional development per year for program faculty over the three previous years. The following are MACTE's professional development requirements:

- All programs and institutions must include evidence of continuing professional development hours that are relevant to Montessori education. The MACTE professional development requirement does not include hours spent in health and safety training, such as CPR or First Aid.
- Instructor qualification requirements include continuing professional growth in adult learning theory. This is to be at least one completion of a professional development activity.
- Instructors of synchronous or asynchronous online course delivery must provide evidence of professional growth within the last three years in online course development and delivery. This is to be at least one completion of a professional development activity.