

TEAC's Accreditation Framework

TEAC's Principles and Standards

- 0.0 Eligibility for the program's candidate accreditation status**
 - 0.1 Institutional accreditation by one of the regional accreditation agencies, or the equivalent**
 - 0.2 Professional licensure available to graduates**
 - 0.3 Commitment to comply with TEAC's standards**
 - 0.4 Disclosure of any actions regarding the program's accreditation status**
 - 0.5 Willingness to cooperate and provide needed information to TEAC**

- 1.0 *Quality Principle I: Evidence of candidate learning [Educational leadership components in italics]***
 - 1.1 Evidence of candidates' subject matter knowledge [*Evidence of candidates' professional knowledge*]**
 - 1.2 Evidence of candidates' pedagogical knowledge [*Evidence of candidates' strategic decision-making*]**
 - 1.3 Evidence of candidates' caring and effective teaching skill [*Evidence of candidates' caring leadership skills*]**
 - 1.4 Evidence of the cross-cutting liberal education themes**
 - 1.4.1 Learning how to learn
 - 1.4.2 Multicultural perspectives and accuracy
 - 1.4.3 Technology
 - 1.5 Evidence of valid interpretations of the assessments**

- 2.0 *Quality Principle II: Evidence of faculty learning and inquiry***
 - 2.1 Rationale for assessments**
 - 2.2 Program decisions and planning based on evidence**
 - 2.3 Influential quality control system**
 - 2.3.1 **Curriculum** meets professional license requirements
 - 2.3.2 **Faculty** accept TEAC goal and program's *Inquiry Brief / Inquiry Brief Proposal* and have an accurate and balanced understanding of the field
 - 2.3.3 **Candidates:** admissions policies encourage diversity and service in high-demand areas and student services contribute to candidate success in learning
 - 2.3.4 **Resources** monitored and enhanced by the program's quality control system

- 3.0 *Quality Principle III: Evidence of institutional commitment and capacity for program quality***
 - 3.1 Commitment (parity)**
 - 3.1.1 **Curriculum** meets institutional standards and degree requirements
 - 3.1.2 **Faculty** qualifications are equal to or better than the statistics for the institution as a whole
 - 3.1.3 **Facilities** are proportionate to the overall institutional resources
 - 3.1.4 **Fiscal and administrative** resources adequate to promote candidate learning as required by *Quality Principle I* and in parity with the institution
 - 3.1.5 **Candidate support** equal to the level of support services provided by the institution as a whole
 - 3.1.6 **Candidate complaints** proportionally no greater or significant than the complaints by candidates in the institution's other programs
 - 3.2 Capacity (sufficiency)**
 - 3.2.1 **Curriculum** reflects an appropriate number of credits and credit hour requirements for the components of *Quality Principle I*
 - 3.2.2 **Faculty** are qualified for their teaching assignments
 - 3.2.3 **Facilities** are appropriate and adequate to promote success in candidate learning as required by *Quality Principle I*
 - 3.2.4 **Fiscal and administrative:** institution is financially sound and there is an appropriate level of institutional resources for faculty development
 - 3.2.5 **Candidate support services** are sufficient to support successful completion of the program
 - 3.2.6 **Policies and practices** are adequate for program quality and satisfy federal requirements

State standards: When appropriate because of TEAC's protocol agreement with a state, a third component to the TEAC capacity standards (3.3) is added, with subcomponents (3.3.1, etc.) in accordance to the state's particular requirements.