

**Table 2. Candidacy Requirements for Educational Qualifications of Program Administrators and Teaching Staff**

Position	Required educational qualifications
<b>Program Administrator</b>	<p>Must have at least a baccalaureate degree with at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, or management and at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education or early childhood special education that addresses child development and learning from birth through kindergarten</p> <p>OR</p> <p>Documents meeting an appropriate combination of relevant education and work experiences as outlined in table 3</p> <p>OR</p> <p>Documents that a plan is in place to meet these qualifications within five years</p>
<b>Teacher</b>	<p>If the criteria related to qualifications of teaching staff (teachers and assistant teachers—teaching assistants) are not met, then the program must describe in a detailed professional development plan how it is ensuring that early childhood expertise is being provided to guide curriculum and learning.</p> <p>In addition, 75 percent of the teachers must meet one of the following:</p> <ul style="list-style-type: none"> <li>■ Have a minimum of CDA or equivalent</li> <li>■ Be working on an associate’s or higher degree in early childhood education, child development–family studies, early childhood special education, or elementary education with a concentration in early childhood education or the equivalent</li> <li>■ Have a degree (associate’s or higher) outside of the early childhood field and three or more years of work experience in an NAEYC-accredited program</li> <li>■ Have a degree (associate’s or higher) outside of the early childhood field with three or more years of work experience in a nonaccredited program and at least 30 contact hours of relevant training during that past three years</li> </ul>
<b>Assistant Teacher or Teacher Aide</b>	<p>If the criteria related to qualifications of teaching staff (teachers and assistant teachers—teaching assistants) are not met, then the program must describe in a detailed professional development plan how it is ensuring that early childhood expertise is being provided to guide curriculum and learning.</p> <p>In addition, 50 percent of all assistant teachers and teaching assistants must have or be working on either a CDA or equivalent or an associate’s or higher degree in ECE–CD or equivalent.</p>

Note: The candidacy requirements will apply to programs seeking NAEYC Accreditation or reaccreditation. They will be used in the annual reporting process and in verification visits of programs accredited (or reaccredited) after September 16, 2006.

**Table 3. Alternative Pathways to Achieve Educational Qualifications of a Program Administrator**

Individuals who can provide documentation of having achieved a combination of formal education, experience, and relevant training equaling at least 100 points by the values assigned below are considered to meet the qualifications identified in the NAEYC Accreditation Criteria.

<b>Formal Education</b> <i>Must be able to document educational experiences equaling a minimum of 50 points and a maximum of 70 points from this column</i>	<b>Experience</b> <i>Must be able to document work experiences equaling a minimum of 15 and a maximum of 50 points from this column</i>	<b>Relevant Training &amp; Credentials</b> <i>Must be able to document a minimum of 5 points and a maximum of 35 points from this column</i>
Has a baccalaureate degree or higher in early childhood education, child development and family studies, early childhood special education, or elementary education any of which encompasses development and learning of children birth through kindergarten but is lacking 9 credit hours in leadership, management or administration	At least five years of experience as a program administrator that includes leading a program through the NAEYC Accreditation process and maintaining NAEYC Accreditation for at least two years	College credits or training hours that are related to management knowledge or skills and to early childhood knowledge or skills  One college credit equals 4 points <b>4</b>  Four contact hours of training within the past five years equals 1 point <b>1</b>
Has a baccalaureate degree or higher in educational leadership, management, or a related field (human services administration, business administration, organizational development, public administration) but is lacking 24 credit hours that encompass development and learning of children birth through kindergarten	At least three years of experience as a program administrator that includes successfully leading the program through the NAEYC Accreditation process (at least 12 months before the accreditation visit)	State director credential approved by NAEYC equals 35 points <b>35</b>
Has a baccalaureate degree or higher in ECE-related field (social work, psychology) but is lacking 24 credit hours that encompass development and learning of children birth through kindergarten and is lacking 9 credit hours in leadership, management or administration	At least five years of experience as a program administrator in a program not accredited by NAEYC	<b>25</b>
Has an associate's degree in ECE-CD	At least three years of experience as a program administrator in a program not accredited by NAEYC	<b>15</b>
Has a baccalaureate degree or higher in any other field	<b>50</b>	<b>50</b>

**Table 4. Time Line for Meeting Teacher Qualifications 2006–2020**

	1 class, 1 teacher	2 classes, 2 teachers	3 classes, 3 teachers	4 or more classes, teachers
<b>2006</b>	<ul style="list-style-type: none"> <li>•Teacher has a minimum of a Child Development Associate (CDA) credential or equivalent<sup>a</sup></li> <li>•The teacher has or is working toward an associate's<sup>b</sup> or baccalaureate<sup>c</sup> degree or equivalent. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•Both teachers have a minimum of a CDA credential or equivalent.</li> <li>•Both teachers have or are working toward an associate's or baccalaureate degree or equivalent. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers have a minimum of the CDA credential or equivalent.</li> <li>•At least one teacher has an associate's or baccalaureate degree or equivalent.</li> <li>•All teachers have or are working on an associate's or baccalaureate degree or equivalent. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers have a minimum of a CDA or equivalent.</li> <li>•At least 25 percent of teachers have an associate's or baccalaureate degree or equivalent.</li> <li>•All teachers have or are working on an associate's or baccalaureate degree or equivalent. (Annual reports must show continuous improvement.)</li> </ul>
<b>2010</b>	<ul style="list-style-type: none"> <li>•Teacher must have a minimum of an associate's degree<sup>b</sup> or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>•Both teachers have a minimum of an associate's degree or equivalent.</li> <li>•At least one of the two teachers is enrolled in a baccalaureate degree program or equivalent. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•All three teachers must have a minimum of an associate's degree or equivalent.</li> <li>•At least one of the three teachers must be enrolled in a baccalaureate degree program or equivalent. (Annual reports must show continuous improvement.)</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers have a minimum of a CDA or equivalent.</li> <li>•At least 50 percent of teachers have a minimum of an associate's degree or equivalent.</li> <li>•At least 25 percent of teachers have a minimum of a baccalaureate degree or equivalent.</li> <li>•All must have or be enrolled in an associate's or baccalaureate degree program. (Annual reports must show continuous progress.)</li> </ul>
<b>2015</b>	<ul style="list-style-type: none"> <li>•The teacher must have a minimum of an associate's<sup>b</sup> degree or equivalent.</li> <li>•The teacher must be working toward a baccalaureate<sup>c</sup> degree or equivalent. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•At least one teacher must have a minimum of an associate's degree or equivalent.</li> <li>•At least one teacher must have a minimum of a baccalaureate degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers must have a minimum of an associate's degree or equivalent.</li> <li>•At least one of three teachers must have a minimum of a baccalaureate degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers have a minimum of an associate's degree.</li> <li>•At least 50 percent of teachers have a minimum of a baccalaureate degree or equivalent.</li> </ul>
<b>2020</b>	<ul style="list-style-type: none"> <li>•The teacher must have a minimum of an associate's<sup>b</sup> degree or equivalent and be enrolled in a baccalaureate<sup>c</sup> degree program. <i>(By the next NAEYC Accreditation cycle, the teacher must have a minimum of a baccalaureate<sup>c</sup> degree or equivalent.)</i></li> </ul>	<ul style="list-style-type: none"> <li>•At least one teacher must have a minimum of a baccalaureate degree or equivalent.</li> <li>•The second teacher must have a minimum of an associate's degree or equivalent and be working toward a baccalaureate degree. (Annual reports must show continuous progress.)</li> </ul>	<ul style="list-style-type: none"> <li>•At least two teachers have a baccalaureate degree or equivalent.</li> <li>•The third teacher must have a minimum of an associate's degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>•All teachers have a minimum of an associate's degree or equivalent.</li> <li>At least 75 percent of teachers have a minimum of a baccalaureate degree or equivalent.</li> </ul>

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**Table 4. Time Line for Meeting Teacher Qualifications 2006–2020**

- <sup>a</sup> Equivalence to CDA: A minimum of 12 college credits (semester hours) in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.
- <sup>b</sup> Associate's degrees should be in child development–early childhood education. Equivalence is defined as 60 college credits, with 30 college credits (semester hours) in child development–early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience.
- <sup>c</sup> Baccalaureate degrees should be in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development. Equivalence is defined as a baccalaureate degree in any discipline with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience.

In addition to meeting the Required Criteria, during the on-site assessment, a program must meet each of the 10 NAEYC Early Childhood Program Standards. To do so, the program must demonstrate satisfactory performance on at least 80 percent of each standard's associated Accreditation Criteria assessed during that on-site visit. The 80 percent is calculated as an overall program average within each standard; however, no individual classroom may score below 70 percent on any one standard.

All programs will be assessed on a subset of the criteria that includes all Required Criteria, among others. All programs also will be assessed on a selection of the remaining criteria. Programs may be measured on

Emerging Practice Criteria, which are the NAEYC Accreditation Criteria identified as important aspects of program performance that are not yet widely practiced. To encourage programs to work to achieve these Emerging Practice Criteria, programs will receive credit for doing so, but failure to meet these criteria will not be considered in the accreditation decision until September 2008 or later.

### **An Overview of the On-Site Assessment**

Within six months of a program's submission of candidacy materials, NAEYC Assessors will visit the program to conduct classroom observations with all eligible age groups, to review program documents, to analyze the results of staff and family surveys,