



The 2025 version of the *MACTE Guide to Accreditation* reflects MACTE's commitment to continuous improvement and a response to innovation and the evolving landscape of educator preparation. It introduces several important updates based on feedback from our EPPs.

The table below highlights the most significant revisions. Any questions regarding these revisions should be directed to accreditation@macte.org.

| 2025 MACTE Guide to Accreditation Revisions | | |
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| Description of Change | Location | Notes |
| Minimum hours at the Secondary level | Section D.2 | <ul style="list-style-type: none"> Secondary I: Change from 1,200 to 1,300 Secondary II: Change from 1,500 to 1,425 |
| Field observation and practicum requirements | Section D.6 | <ul style="list-style-type: none"> Minimum 1 hour observation block required. Field visits must occur in-person unless the program can demonstrate barriers to in-person observation. One field visit/observation may occur during supervised practice with materials. |
| Field supervisor requirements | Section D.7 | <ul style="list-style-type: none"> Documentation for field supervisors is no longer required in the Self-Study Program directors are responsible for ensuring field supervisor qualifications meet the minimum requirements Programs are responsible for maintaining field supervisor documentation |
| Guest instructor documentation | Section D.7 | <ul style="list-style-type: none"> Program directors are responsible for ensuring guest instructors meet MACTE's requirements Guest instructors no longer need to submit letters of recommendation |
| Executive director qualifications | Section D.7 | <ul style="list-style-type: none"> Executive director has been added as a faculty role. Programs or institutions with an executive director must still have a program director and/or level coordinators. Executive directors and level coordinators are now also included in the Substantive Change 3 |
| Professional portfolios | Section D.7 | <ul style="list-style-type: none"> Updated list of professional portfolio requirements |
| Professional development | Section D.7 | <ul style="list-style-type: none"> Adult learning theory requirement for all instructors. Online course development and delivery for |

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| | | instructors of synchronous or asynchronous online course delivery. |
| Reallocation of in-person hours | Section D.9 | <ul style="list-style-type: none"> • Infant and Toddler, Early Childhood, Elementary I, Elementary II, and Secondary I courses: minimum of 80 hours of in-person academic instruction • Elementary I-II and Secondary I-II courses: minimum of 120 hours of in-person academic instruction • Administrator courses: minimum of 40 hours of in-person academic instruction • Courses that include specific material presentations must include at least some in-person instruction. |
| Substantive Change 5D: Additional Delivery Method | Section H.7 | <ul style="list-style-type: none"> • The same course level is delivered to separate and distinct cohorts through significantly different delivery methods |
| Substantive Change 5E: Addition of Graduate Level Program | Section H.7 | <ul style="list-style-type: none"> • Adding a graduate level program for programs that already offer undergraduate degrees or credentials. |
| Substantive Change 8: Additional Locations | Section H.10 | <ul style="list-style-type: none"> • Contract sites, residency sites, and other types of locations geographically apart from the primary location are all considered additional locations. |
| Substantive Change 8A: Subsequent Additional Locations | Section H.10 | <ul style="list-style-type: none"> • A streamlined additional location application specifically for programs that have successfully completed at least one cycle of accreditation for a level at a primary location and have received accreditation for the addition of at least two additional locations at the same level. |