

# Overview of Alignment of the QAS Handbook with Accreditation Standards

## 1. Council for the Accreditation of Educator Preparation (CAEP)

### Alignment Strengths:

- **Standard 5 (Quality Assurance System and Continuous Improvement)** is directly addressed through TSU's structured QAS framework, including:
  - Valid and reliable data collection
  - Disaggregated data analysis
  - Continuous improvement cycles
  - Stakeholder involvement (faculty, students, employers, partners)
- **Standard 1–4** are supported through:
  - Curriculum alignment with CAEP standards
  - Clinical partnerships and job-embedded pathways
  - Candidate recruitment, progression, and support systems
  - Employer and completer satisfaction surveys
- **Standard 6 & 7** are supported by:
  - Use of Microsoft 365 for infrastructure and data management
  - Compliance with Title IV through institutional reporting

### Evidence:

- Use of TEAM, edTPA, Praxis, and TVAAS data
  - Continuous Improvement Tracking Table
  - Annual QAS Retreat and Data Day
  - CAEP-aligned survey validation and reporting practices
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## 2. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

### Alignment Strengths:

- **Institutional Effectiveness** is demonstrated through:
  - Continuous data collection and analysis
  - Mission-focused goals and outcomes
  - Integration of QAS with institutional strategic planning
- **Compliance Certification and QEP** are supported by:
  - Documented processes for assessment and improvement
  - Use of multiple measures (student learning outcomes, graduation rates, licensure pass rates)
  - Institutional-wide documentation and reporting

### Evidence:

- Data collection from Argos, Banner, Nuventive, and SharePoint
  - Assessment rubrics with demographic breakdowns
  - Integration of QAS with university-level assessment calendars
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### 3. American Psychological Association (APA)

#### Alignment Strengths:

- **APA-CoA Standards** are addressed for psychological sciences programs through:
  - Program-level data collection (student outcomes, faculty qualifications)
  - Annual Report Online (ARO) and self-study preparation
  - Public disclosure of program outcomes
- **Outcome-Oriented and Evidence-Based Practice** is supported by:
  - Use of validated assessments and surveys
  - Continuous improvement tracking
  - Faculty development and evaluation processes

#### Evidence:

- Inclusion of APA standards in QAS design
  - Data disaggregation by program and demographic
  - Use of proprietary and validated assessments (e.g., COMPS, Dispositions)
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### 4. Tennessee State Department of Education (TDOE)

#### Alignment Strengths:

- **Educator Preparation Policy 5.504** compliance is evident through:
  - Job-embedded licensure pathways
  - Alignment with InTASC and specialty area standards
  - Annual reporting on recruitment, placement, retention, and completer impact
- **Clinical Experience and Partnerships** are emphasized via:
  - EPP Council, Departmental focus groups and advisory councils, and partner surveys
  - Residency orientation and mentor feedback loops using TEAMS model

#### Evidence:

- Use of TN Compass, TVAAS, and TDOE surveys
- Employer and alumni satisfaction data
- Equity-driven decision-making processes

**✓ Summary Table of Accreditation Alignment**

Accreditor	Key Standards Met	Evidence from QAS Handbook
CAEP	Standards 1–7	Validated assessments, stakeholder engagement, continuous improvement tracking
SACSCOC	Institutional Effectiveness, QEP	Mission alignment, multi-source data, strategic planning integration
APA	Program Outcomes, Faculty, Curriculum	ARO, self-study, public disclosures, validated instruments
TDOE	Policy 5.504, SAPs, EPPs	Job-embedded licensure, annual reports, equity policies, clinical partnerships

Here is a **crosswalk matrix** that maps specific components of the **TSU Quality Assurance System (QAS) Handbook** to the individual accreditation criteria of **CAEP, SACSCOC, APA,** and the **Tennessee Department of Education (TDOE)**.

**🌀 Crosswalk Matrix: TSU QAS Components vs. Accreditation Standards**

QAS Component	CAEP Standard	SACSCOC Principle	APA Standard	TDOE Policy 5.504
<b>Data Collection &amp; Management Schedule</b>	R5.1, R5.2	7.1, 8.2	ARO Reporting, Outcome Data	Annual Report: Completer Outcomes, Placement
<b>Continuous Improvement Tracking</b>	R5.4	7.3, 7.5	Self-Study: Program Evaluation	CI Goals, Equity-Driven Decisions
<b>Disaggregated Data by Race/Gender/Program</b>	R3.2, R5.2	8.2, 8.3	Diversity & Inclusion, Public Disclosure	Equity Monitoring, Recruitment Metrics
<b>Surveys (Exit, Employer, Alumni, Partner)</b>	R4.2, R4.3, R5.3	8.2, 8.4	Satisfaction of Completers & Employers	Employer Satisfaction, Completer Satisfaction
<b>TEAM, edTPA, Praxis, TVAAS Data</b>	R1.3, R4.1	8.2	Outcome Data, Competency Assessment	Completer Impact, Licensure Pass Rates

QAS Component	CAEP Standard	SACSCOC Principle	APA Standard	TDOE Policy 5.504
Curriculum Maps & Course Evaluations	R1.1, R1.2, RA1.2	8.2	Curriculum Standards	Specialty Area Standards, Literacy Standards
Faculty Evaluations & Development	R6.3	6.2, 6.3	Faculty Qualifications & Support	Professional Education Standards
Clinical Partnerships & Job-Embedded Pathways	R2.1, R2.3	8.2	Internship/Residency Standards	Clinical Experience Requirements
Nuventive Assessment System	R5.1, R5.4	7.1, 7.3	Self-Study Data Tables	Program Assessment & Action Plans
QAS Governance Structure	R6.2, R5.3	4.2, 5.3	Program Policies & Procedures	Approval of EPPs & SAPs
Use of Microsoft 365	R5.1, R6.4	6.1, 6.2	Data Infrastructure	Infrastructure & Technology Support
Annual QAS Retreat & Data Day	R5.4, R5.3	7.3	Continuous Improvement	Strategic Planning & Review
Validation & Reliability	R5.2	8.2	Valid Assessment Tools	Assessment System Validity
Fairness-Driven Decision Policy	R3.1, R5.4	8.3	Cultural Responsiveness	Fairness Monitoring & Support
Focus Groups & Advisory Councils	R5.3	8.2	Stakeholder Engagement	Partner Feedback & Collaboration

✦ Notes:

- **CAEP Standards** are referenced using the 2022 framework (e.g., R5.1 = Standard 5, Component 1).
- **SACSCOC Principles** refer to sections from the *Principles of Accreditation and Resource Manual*.
- **APA Standards** are drawn from the *Standards of Accreditation for Health Service Psychology*.
- **TDOE Policy 5.504** includes specialty area program (SAP) expectations, annual reporting, and equity metrics.