Accreditation may be focused on inputs, process or outputs or any combination of these. Programme accreditation tends to focus on inputs such as staffing, programme resources and curricula design and content. Sometimes it addresses the teaching process and the level of student support. Occasionally programme accreditation explores outcomes such as graduate abilities and employability. In some cases, the medium of delivery might be the key focus, especially when it differs from the norm (Harvey, L., 2004)

The accreditation indicators of teacher education programs consisted of 5 domains, i.e., institutional context program, design program delivery, program outcomes and quality assurance. Findings of this study could be used in accreditation of teacher education programs in Thailand in the future.