



Philippine Accrediting Association  
of Schools, Colleges and  
Universities

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**PRIMER**

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## WHAT IS PAASCU?

The Philippine Accrediting Association of Schools, Colleges and Universities or PAASCU is a private, voluntary, non-profit, and non-stock corporation that was registered with the Securities and Exchange Commission on 05 November 1957. It is a service organization that accredits or quality assures the academic programs of its member schools. It also does institutional accreditation.

The Association is governed by a 15-person Board of Trustees elected at large by members during the Annual General Assembly. It has eight Commissions with at least seven but no more than 15 members each. These are the Commissions on Graduate Education, Medical Education, Tertiary Education, Engineering and Architecture, Information Technology Education, Basic Education, Secondary Education, and Elementary Education.

The day-to-day operations of PAASCU are handled by a Secretariat which is headed by its Executive Director. The Secretariat takes care of the processing of the accreditation requirements submitted by applicant and member schools, logistics of the survey visits, and implements the projects of the Board and the different Commissions.

The work of PAASCU as an accrediting agency is recognized by both the Commission on Higher Education (CHED) and the Department of Education (DepEd). The recognition by these government agencies is reflected in the following documents: CHED Memorandum Order Number 1, series of 2005 (Revised Policies on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education) for Higher Education and DepEd Order Number 32, series of 2006 (Revised Policies on Voluntary Accreditation for Elementary and Secondary Private Schools in Aid of Quality and Excellence for Basic Education) for Basic Education.

PAASCU is also one of the three founding members of the Federation of Accrediting Agencies of the Philippines (FAAP) which was established in 1977 and is authorized by the Commission on Higher Education (CHED) to certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits.

# What are PAASCU's Vision, Mission, Core Values and Objectives?

## Vision of PAASCU

PAASCU is the leading, independent, professional association in the Philippines and beyond that fosters quality education through voluntary accreditation. It is a leading advocate for quality assurance in ASEAN.

## Mission Statement

PAASCU is a private, non-profit and non-stock corporation that serves its member institutions and advocates quality education through voluntary accreditation.

It is committed to:

1. Promote member institutions' implementation of their vision, mission, and goals, achievement of minimum standards and evidenced excellence based on learning outcomes, and responsiveness to stakeholders;
2. Use a developmental approach to support, empower, and sustain the continuous improvement and innovation initiatives of its member institutions through self-assessment and site visits of member schools, training, research, consultancy services, and collaborative undertakings with local and international partners; and
3. Serve the national and global communities through its pursuit of a culture of excellence in education.

## Core Values

- |                      |   |
|----------------------|---|
| 1. <b>Quality</b>    | The pursuit of quality education drives the vision-mission, objectives, and all the undertakings of the association. The pursuit of quality is a continuing and cyclical process. |
| 2. <b>Leadership</b> | Initiatives are undertaken to ensure the relevance of standards, appropriateness of accreditation practices, and innovativeness.  |

- |                          |  |
|--------------------------|--|
| 3. <b>Integrity</b>      | Decisions and undertakings are based on facts, fairness and impartiality. PAASCU has clear policies on confidentiality and conflicts of interest |
| 4. <b>Compassion</b>     | PAASCU is rigorous and objective, developmental, and compassionate.  |
| 5. <b>Transparency</b>   | The processes, internal and external, are transparent, and the accreditation status is clear and is duly communicated to stakeholders.           |
| 6. <b>Accountability</b> | PAASCU takes responsibility for judgments and decisions made.  |
| 7. <b>Flexibility</b>    | Changes and modifications are considered in the development of standards and instruments in the practice of accreditation.                       |
| 8. <b>Community</b>      | PAASCU, its member institutions and their stakeholders, espouse and foster a collegial environment through collaboration and networking.         |

## Objectives

Through the voluntary accreditation process, PAASCU aspires to achieve the following objectives:

1. Encourage and assist member institutions to continually improve themselves through a culture of ongoing and cyclical evaluation, self-assessment, and peer review for quality improvement;
2. Assure local and international stakeholders of the quality of education in accredited programs and institutions;
3. Strengthen the capabilities of educational institutions for service to the nation, the ASEAN region, and beyond;
4. Promote and integrate the efforts of member institutions to elevate the standard of education in the Philippines;
5. Assist member institutions and their graduates in their

- quest for national, regional, and international recognition of their academic programs;
6. Collaborate with national and international agencies and organizations involved in quality assurance;
  7. Provide training, research, consultancy, and quality assurance services to educational institutions and other agencies or organizations inside and outside the country;
  8. Ensure the growth and sustainability of the association through research and the periodic updating of accreditation processes;
  9. Provide regular capacity building of staff and accreditors; and
  10. Utilize appropriate and updated technology in the operations related to accreditation processes.

## Is PAASCU affiliated with any International Organizations/Agencies?

Yes. PAASCU is a founding member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has been a member of this network since 1991. Currently, INQAAHE has a membership of 358 accrediting agencies and QA networks from 355 countries and territories. These agencies have also created regional networks, one of which is the Asia-Pacific Quality Network (APQN), established in 2003 with a secretariat based in Australia. PAASCU is also a founding member of the APQN.

PAASCU also has linkages with the Council for Higher Education Accreditation (CHEA), a private and non-profit national organization that coordinates accreditation activities in the United States. Moreover, PAASCU is also a full member of the ASEAN Quality Assurance Network (AQAN).

In 2004, PAASCU was certified by the National Committee on Foreign Medical Education Accreditation (NCFMEA) until May 2018.

## WHAT IS AN ACCREDITATION?

It is..

- a **concept** based on self-regulation which focuses on evaluation and the continuing improvement of educational quality.
- a **process** by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers.
- a **status** granted to an educational institution or program which meets commonly accepted standards of quality or excellence.

The PAASCU accreditation process is a quality assurance process that is grounded on a four-pronged definition of quality and 23 standards of quality practice. The process promotes standards of quality practices that are found in excellent institutions and are benchmarked with quality standards defined by local and international quality assurance agencies.

## What are the basic characteristics of Accreditation?

The basic characteristics of accreditation are:

- its prevailing sense of volunteerism;
- its strong tradition of self-regulation;
- its reliance on evaluation techniques;
- its primary concern with quality.

## Why Private and Voluntary Accreditation?

In general, all educational institutions in the Philippines go through one form of accreditation – “recognized by the government.” Government recognition is, however, inadequate for purposes of identifying and determining educational quality. Thus, private and voluntary accreditation

provides the opportunity for an educational institution to attain standards above those prescribed as minimum requirements by the government.

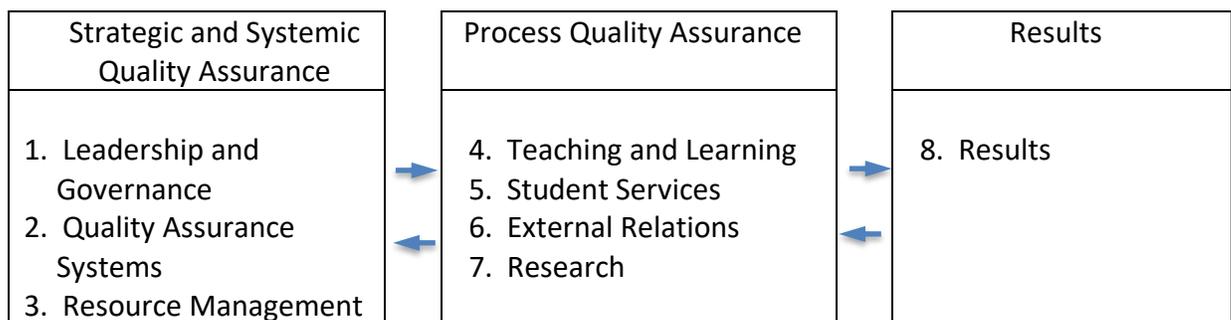
## How is quality defined by PAASCU?

The fundamental concern of PAASCU is the quality of educational institutions and it upholds a definition of quality that has the following elements:

1. Achievement of minimum standards based on learning outcomes;
2. Achievement of evidenced excellence based on learning outcomes;
3. Implementation of the vision, mission and goals of the school; and
4. Responsiveness to stakeholders.

## What are the standards of quality practice of PAASCU?

In 2020, 23 standards have been formulated to guide PAASCU in quality assuring programs and institutions. These 23 standards are clustered in eight areas under the following accreditation framework:



## AREA 1: Leadership and Governance

### Standard 1. Vision-Mission

The institution has clearly articulated and disseminated the vision and mission statements to key stakeholders that reflect its educational philosophy, core values, and goals.

### Standard 2. Leadership and Management

The institution practices responsible management and models leadership that results in an effective and efficient running of the institution.

### Standard 3. Strategic Management

A strategic planning activity participated in by key stakeholders is periodically conducted to formulate, implement and evaluate plans, programs, and activities toward achieving the institution's vision, mission, and goals.

### Standard 4. Policy Formulation and Implementation

The institution has a system for formulating and implementing policies that reflect institutional values, promote its unique culture, make operations efficient, and conform to government regulations and standards.

### Standard 5. Risk Management

A risk management system is in place to ensure that the institution is aware of and manages present and future risks.

## AREA 2: Quality Assurance

### Standard 6. Internal Quality Assurance System

The institution has an established internal quality assurance system, with clearly defined policies, procedures, and activities, that implements, evaluates, enhances, and assures the quality of its educational programs and processes.

### Standard 7. External Quality Assurance

The institution subjects itself to periodic external assessments designed to be fit for purpose and validate its IQA system's effectiveness in terms of regulatory requirements and quality standards.

## AREA 3: Resource Management

### Standard 8. Human Resources

The institution has adequate and qualified human resources, both teaching and non-teaching, to perform its teaching, research, and community service functions. It has programs for recruitment, selection, hiring, deployment, training, and retirement.

### Standard 9. Financial Resources

A system is in place to manage the institution's financial resources towards the efficient sourcing, allocation, use, safeguarding, and accounting of such resources.

### Standard 10. Physical Facilities

The institution has adequate, conducive, up-to-date, well-maintained, and safe facilities to support the functions of teaching, research, and community service.

## AREA 4: Teaching-Learning

### Standard 11. Curricular Programs

A system to design, develop, and review the program offerings is established, ensuring alignment with the institutional vision-mission and goals, with program objectives and learning outcomes, and are relevant to meet stakeholders' needs.

### Standard 12. Teaching and Learning Methods

A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established, aligned with the institution's educational philosophy, and intended to achieve the desired learning outcomes.

### Standard 13. Assessment Methods

A system is in place to plan and select the most appropriate types of assessment aligned to the achievement of the expected learning outcomes.

## AREA 5: Student Services

### Standard 14. Student Recruitment, Admission, and Placement

The institution has effective recruitment, admission, and placement of students with defined criteria that are valid and reliable.

### Standard 15. Student Services Programs and Support

The institution ensures that student services and support are adequate and readily accessible to support students in their academic and non-academic pursuits and promote personal well-being.

## AREA 6: External Relations

### Standard 16. Networks, Linkages, and Partnerships

The institution establishes networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue its vision, mission, and goals.

### Standard 17. Community Engagement and Service

The institution commits community engagements and service activities as part of its social responsibility and corporate citizenship.

## AREA 7: Research

### Standard 18. Research Management and Collaboration

The institution implements a research program aligned with its vision and mission, supports its teaching-learning and community engagement functions, and addresses local and national development needs.

### Standard 19. Intellectual Property Rights and Ethics in Research

The institution has a policy on intellectual property rights and adherence to ethical norms in the conduct of research.

## AREA 8: Results

### Standard 20. Educational Results

The educational process results include achieving the expected learning outcomes, pass rates, dropout rates, the average time to graduate, employability of graduates, pass rates of graduates in board examinations of board-related program offerings, and graduates' satisfaction levels, among others.

### Standard 21. Community Engagement and Service Results

The institution's community engagement and service programs produce results that impact the institution, its stakeholders, and society.

### Standard 22. Research Results

The institution has produced research outputs through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, inventions, creative works, etc.

### Standard 23. Financial and Competitiveness Results

The institution's financial performance and competitiveness are measured, monitored, and assessed for improvement and sustainability.

## How are these standards measured?

Much emphasis is placed on the formulation of the school's vision, mission and goals. Only when its goals are clear can the school discover the extent to which such vision, mission and goals are being achieved. Essential in the accreditation process is the self-survey made by an institution applying for accreditation.

The self-survey is an analysis by its own staff of the institution's educational resources and effectiveness in relation to its own vision, mission and goals. PAASCU judges an institution not by comparison with other institutions but primarily by the degree to which each institution's own avowed goals are matched by actual practice in the various areas being evaluated. Thus, a school is judged on the basis of the "total pattern" presented by it.

## What is the difference between Program Accreditation and Institutional Accreditation?

“Program Accreditation” refers to the accreditation of academic courses such as Liberal Arts, Sciences, Education and Business. PAASCU’s policy extends accreditation by program. This means that individual courses of study, such as Liberal Arts, Sciences, Education and Business are evaluated by PAASCU and given proper accreditation.

In contrast, “Institutional Accreditation” refers to the accreditation of the higher education as a whole. This focuses on the overall quality of the Higher Education Institution (HEI) based on the quality of its core program offerings, namely, Arts and Sciences, Education and Business. Institutional accreditation is anchored on program accreditation.

PAASCU accreditation of a High School or a Grade School is considered program accreditation.

## What programs are accredited by PAASCU?

At present, PAASCU accredits the following programs:

Graduate Education	
*Arts & Sciences	
*Education	
*Business Administration	
Graduate Education - Nursing	
Graduate Education - Public Health	
Liberal Arts	
Commerce / Business Administration	
Education	
Sciences	
Engineering	
*Chemical	*Electronics
*Civil	*Industrial
*Computer	*Manufacturing Engineering & Management
*Electrical	*Mechanical
Agriculture	

Nursing Program (w/ Common Areas)
Social Work
Medical Technology / Medical Laboratory Science
Pharmacy
Accountancy
Entrepreneurship
Hospitality Management *Hotel & Restaurant Management *Tourism Management * Travel Management
Basic Medical Education
Criminal Justice Education (Criminology)
Fine Arts
Interior Design
Occupational/Physical Therapy
Nutrition and Dietetics
Hospitality Management *Hotel & Restaurant Management
Information Technology Education *Information Systems *Information Technology *Information Management *Computer Science
Multimedia Arts
Radiologic Technology
Architecture
Diplomacy & International Relations
Industrial Design
Music
Junior High School
Senior High School
Grade School
Basic Education

## What are the categories of membership in PAASCU?

The accreditation process consists of several stages, each one identified with a particular status of the institution applying for membership. Each of these stages has certain requirements and qualifications which are described in detail on pages 11-14 of this Primer. The first category is **applicant** status, followed by **candidate** status, and followed finally by **member** status.

### Applicant Status

Any educational institution interested in self-improvement through the guidance of PAASCU may request to become an institution on Applicant Status.

An institution that intends to be accredited will have to write a letter of intent to apply, addressing the same to the Executive Director of PAASCU. The letter must be submitted to the PAASCU Secretariat along with the following documents:

1. Certificate of recognition from DepEd or CHED;
2. Documents that provide the following information: the institution's objectives, history, organizational structure and by-laws, principal administrators, number of faculty members, number of students, and any other relevant brochures, manuals, or publications; and
3. Payment of an application fee

### Candidate Status

Once an institution or program is judged ready for a formal survey visit after passing a preliminary visit, it is granted candidate status for a two-year period. This status does not imply that an institution is already accredited nor is it an assurance of eventual accreditation. It is an indication that an institution is proceeding toward accreditation.

An institution on candidate status is expected to fulfill the following requirements to proceed to the next stage:

1. Completion of a preliminary survey visit
2. Implementation of the recommendations made by the preliminary survey team
3. Completion of a self-survey using the PAASCU Survey Forms
4. Submission of the accomplished Self-Survey Report for the formal survey visit at least two months before the scheduled visit

An institution on candidate status is requested to avail of consultancy services from PAASCU particularly during the self-survey process. After it has completed the requirements, PAASCU will schedule a formal survey visit upon request of the institution.

An institution is on candidate status until such time that it meets the requirements for member status.

## Member Status

The requirements for an institution on Candidate Status to proceed to Member Status are provided below:

1. Successful formal survey visit that includes the implementation of the recommendations of the team that did the preliminary survey visit.
2. Payment of membership fee.

## What are the benefits of PAASCU membership?

Membership in PAASCU facilitates a clearer self-image for a member institution that provides the school community and stakeholders a sense of direction. It affords the member school a reputation founded on quality standards and a continuing effort to maintain these at a high level. Consequently, membership in PAASCU guides parents and students in the choice of excellent schools and facilitates the transfer of students.

PAASCU also provides consultancy services to member schools in the form of assistance towards strengthening areas needing improvement and guidance in the self-survey process or preparation for survey visits. PAASCU organizes relevant seminars, workshops, conferences and other professional development sessions and makes these activities available to member schools. Moreover, PAASCU assists in terms of continued liaison with the Federation of Accrediting Agencies of the Philippines (FAAP), the Department of Education (DepEd), and the Commission on Higher Education (CHED), and other local, regional, and international QA bodies.

## WHAT ARE THE CLASSIFICATIONS OF ACCREDITED SCHOOLS BY DEPED?

DepEd Order No. 32 series of 2006 (Revised Policies on Voluntary Accreditation for Elementary and Secondary Private Schools in Aid of Quality and Excellence for Basic Education) acknowledges and encourages the desire of private elementary and secondary schools to attain standards of quality over and above the minimum required by the government. Thus, DepEd supports voluntary non-governmental accreditation in aid of the exercise of its regulatory functions by promoting a policy environment that supports the non-governmental and voluntary character of the accreditation process and protects its integrity.

DepEd specifies that for purposes of progressive deregulation and grant of other benefits, private elementary and high schools that have been granted recognition and have had graduates for at least two consecutive years, are classified as candidates for one of three accredited levels:

1. *Candidate Status*: schools that have undergone a preliminary survey visit and are certified by FAAP as capable of attaining accredited status within two years.
2. *Level I Accredited Status*: schools that have been granted initial accreditation status for three years by any of the FAAP member agencies and duly certified by the Federation.
3. *Level II Re-Accredited Status*: schools that have been granted re-accreditation status for a period of three or five years by any of the FAAP member agencies and duly certified by the Federation.
4. *Level III Re-Accredited Status*: schools that have been granted re-accreditation status and have met the additional criteria or guidelines set by FAAP for this level. The schools should satisfy the criteria or guidelines indicated in the table that follows.

## What are the criteria and benefits for the various levels?

The criteria for the different levels of accreditation in basic education and the corresponding benefits for the levels are indicated in the table that follows:

CRITERIA	BENEFITS
<p>Level I</p> <p>Granted initial accreditation status for a period of three years by any of the FAAP member agencies and duly certified by the Federation</p>	<p>Level I</p> <ol style="list-style-type: none"> <li>1. Partial administrative deregulation provided that reports of promotion of students and lists of graduates are available for review by the DepED at all times.</li> <li>2. Financial deregulation, in terms of setting tuition and other school charges.</li> <li>3. Partial curricular autonomy, provided that the minimum requirements and guidelines are complied with and the revised curriculum is submitted to DepED Regional Offices.</li> <li>4. Authority to graduate students without prior approval of DepED.</li> <li>5. Priority in the awards of grants or subsidies from DepED for student scholarships e.g., the Educational Contracting Scheme, scholarships for faculty development, and funding assistance for other development programs.</li> <li>6. Right to use on its publications or advertisements the word "ACCREDITED" pursuant to DepED policies and rules.</li> <li>7. Limited visitation, inspection and/or supervision by DepED supervisory personnel or representatives.</li> </ol>

CRITERIA	BENEFITS
<p>Level II</p> <p>Granted re-accreditation status for a period of three or five years by any of the FAAP member agencies and duly certified by the Federation</p>	<p>Level II</p> <ol style="list-style-type: none"> <li>1. Full administrative deregulation provided that reports of promotion of students and lists of graduates are available for review by the DepED at all times.</li> <li>2. Financial deregulation, in terms of setting tuition and other school charges.</li> <li>3. Full curricular autonomy, i.e. authority to modify the curriculum without DepED approval provided that the minimum requirements and guidelines are complied with and the modified curriculum is an enriched version of the 2002 Basic Education Curriculum and is submitted to DepED Regional Offices.</li> <li>4. Authority to graduate students without prior approval of DepED.</li> <li>5. Priority in the awards of grants/ subsidies from DepED for student scholarships e.g. the Educational Contracting Scheme, scholarships for faculty development, and funding assistance for other development programs.</li> <li>6. Right to use on its publication or advertisement the word "ACCREDITED" pursuant to DepED policies and rules.</li> <li>7. Limited visitation, inspection, and/ or supervision by DepED supervisory personnel or representatives.</li> </ol>
<p>Level III</p> <ol style="list-style-type: none"> <li>a. A reasonably high standard of instruction.</li> <li>b. A well-developed mechanism for improving and upgrading its curriculum.</li> <li>c. Creditable performance of its teachers that promote the</li> </ol>	<p>Level III</p> <ol style="list-style-type: none"> <li>1. All the benefits for Level I and II.</li> <li>2. Full curricular autonomy, including the authority to innovate without need for prior approval provided that the concerned DepED Regional Office is duly informed.</li> </ol>

CRITERIA	BENEFITS
<p>effectiveness of teaching and learning.</p> <p>d. High level of achievement and performance of students in both academic and co-curricular activities.</p> <p>e. A highly visible community extension program describing the nature and extent of student and teacher involvement and the impact of such program on the community.</p> <p>f. A strong faculty development tradition is evidenced by an appropriate budget allocation and/or systematic plan for staff development programs.</p> <p>Only schools that have been granted accreditation for five (5) years without the need for a progress report or an interim visit may apply for Level III status..</p>	<p>3. Grant of full autonomy including freedom from visitation, inspection, and/ or supervision by DepED supervisory personnel or representatives for the duration of its Level III accredited status</p>

## WHAT ARE THE CLASSIFICATIONS OF EDUCATIONAL PROGRAMS BY CHED?

In line with progressive deregulation and the grant of other benefits, CHED Memorandum Order No. 1, s. 2005 (Revised Policies on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education) classifies educational programs in the following manner:

1. *Level I Accredited Status* – programs that have been granted initial accreditation by the accrediting agency after a Formal Survey and duly certified by the Federation/Network for three years
2. *Level II Re-Accredited Status* – programs that have been re-accredited by the accrediting agency and duly certified by the Federation/Network for a period of three or five years as determined by the accrediting agency
3. *Level III Re-Accredited Status* – programs that have been re-accredited by the accrediting agency and have met the additional criteria/guidelines set by the Federation/Network for this level
4. *Level IV Accredited Status* – accredited programs which are regarded as very high-quality academic programs in the Philippines, with prestige and authority comparable to similar programs in excellent foreign universities

### What are the criteria and benefits for the various levels?

The criteria for the different levels of accreditation in higher education and the corresponding benefits for the levels are indicated in the table that follows:

CRITERIA	BENEFITS
Level I  Granted initial accreditation by the accrediting agency after a Formal Survey and duly certified by the Federation/ Network for three years	Level I and Level II  1. Full administrative deregulation provided that reports of promotion of students and lists of graduates are available for review by CHED at

CRITERIA	BENEFITS
<p>Level II</p> <p>Programs that have been re-accredited by the accrediting agency and duly certified by the Federation/Network for a period of three or five years as determined by the accrediting agency</p>	<p>all times</p> <ol style="list-style-type: none"> <li>2. Financial deregulation in terms of determining the rates for tuition and other school charges</li> <li>3. Authority to revise the curriculum without CHED approval provided that CHED and Professional Regulation Commission (PRC) minimum requirements and guidelines, where applicable, are complied with and the revised curriculum is submitted to CHED Regional Offices</li> <li>4. Authority to graduate students from accredited courses or programs of study in the levels accredited without prior approval of the CHED and need for Special Orders</li> <li>5. Priority in the award of grants, subsidies, or funding assistance from CHED - Higher Education Development Fund (HEDF) for scholarships and faculty development, facilities improvement, and other development programs</li> <li>6. Right to use on its publications or advertisements the word ACCREDITED pursuant to CHED policies and rules</li> <li>7. Limited visitation, inspection, or supervision by CHED supervisory personnel or their representatives</li> </ol>
<p>Level III</p> <p>To apply for Level III an institution or program must fulfill the following requirements:</p>	<p>Level III</p> <ol style="list-style-type: none"> <li>1. All the benefits for Level I and Level 2</li> <li>2. Authority to offer new courses</li> </ol>

CRITERIA	BENEFITS
<ol style="list-style-type: none"> <li>1. Present evidence to prove that the institution has a reasonably high standard of instruction.</li> <li>2. List the community extension program(s) in the institution. Describe briefly the nature of the programs, the extent of faculty and staff involvement, and other significant details.  Choose any two of the following:</li> <li>3. A highly visible research tradition. The following must be observable over a reasonable time: <ul style="list-style-type: none"> <li>• a reasonable budget provision</li> <li>• quality of completed outputs</li> <li>• measurable results such as publications, etc.</li> <li>• involvement of a significant number of faculty members</li> <li>• visible, tangible, and measurable impact on the community</li> </ul> </li> <li>4. A strong faculty development tradition as evidenced by an appropriate budget allocation or a systematic plan for faculty development programs.</li> <li>5. A highly creditable performance of its graduates in licensure examinations over the last three years. This applies only to those programs where licensure examinations are required.</li> <li>6. Existence of working consortia or linkages with other schools or agencies. Documentary evidence shall include a description of</li> </ol>	<p>allied to existing Level III courses without the need for prior approval provided that the concerned CHED Regional Office (CHEDRO) is duly informed.</p> <ol style="list-style-type: none"> <li>3. Privilege to apply for authority to offer new graduate programs, open learning or distance education and extension classes, and to participate in transnational education.</li> </ol>

CRITERIA	BENEFITS
<p>nature, mechanism, working agreements, and other details of consortia.</p> <p>7. Extensive and functional resource library and other learning facilities.</p>	
<p>Level IV</p> <p>Accredited programs which are regarded as very high-quality academic programs in the Philippines, with prestige and authority comparable to similar programs in excellent foreign universities</p>	<ol style="list-style-type: none"> <li>1. All the benefits for Levels I, II, and III</li> <li>2. Grant of full autonomy for the program for the duration of its Level IV accredited status</li> <li>3. Authority to offer new graduate programs allied to existing Level IV courses, open learning or distance education, and extension classes without the need for prior approval by CHED provided that the concerned CHEDRO is duly informed.</li> </ol>

## WHAT IS VIRTUAL PROGRAM ACCREDITATION?

The continued effective delivery of education at all levels is of paramount importance even during emergencies. In the case of the current pandemic, educational institutions have explored ways of responding positively to unusual circumstances by delivering courses in innovative and flexible ways suitable to the context of the institution as well as personnel, students, and other stakeholders. Efforts have been undertaken to ensure that the teaching-learning process continues effectively and any interruption in the process is minimized or prevented.

Likewise, PAASCU strives to support member schools in their journey towards quality improvement even during situations like this pandemic.

Virtual accreditation will be implemented until such time that the usual mode of face-to-face accreditation visit is possible. Guidelines are provided to help schools prepare for program accreditation during the current situation where operations are largely conducted on-line.

Depending on the situation, particularly government regulations on the conduct of classes and travel restrictions as well as the availability of accreditors, a blended approach can also be adopted. The process for this blended approach will have to be agreed upon by the school and PAASCU.

The following guidelines are provided to help schools prepare for program accreditation considering the current situation where operations are primarily conducted online, particularly when there are no face-to-face classes. With this, PAASCU will have to undertake virtual accreditation until such time that the usual mode of face-to-face accreditation visit is possible.

The guidelines are grouped based on the seven major steps in the accreditation process.

### 1. Application for Accreditation

A school that intends to have its programs accredited will have to write a letter of intent to apply, addressed to the Executive Director of PAASCU. Together with this letter are the completed documents that the school needs to submit to the PAASCU Secretariat (henceforth, the "Secretariat"). The documents are identified on the PAASCU website: [www.paascu.org.ph](http://www.paascu.org.ph).

Usually, the submission will be either online or delivered physically to the Secretariat. A virtual accreditation requires that this be done through a digital storage file, preferably Google Drive. The school will be responsible for ensuring that its digital capacity is sufficient to store all files it will submit. It is advised that the actual evidence is linked to the references about them for easy access. The submission, including the instructions on how to access the file, should be communicated to the Secretariat.

The Secretariat will then review the submitted files, and if found in order, will write the school to proceed with completing the survey instrument, the soft copy of which will be emailed to the school. During this time of online delivery of school services, a list of additional requirements will be requested to supplement the survey instrument. The review and confirmation of the school's eligibility to apply are usually completed within a month after submitting the letter of intent and the required documents.

If the school needs assistance on the application process, it may request an orientation from PAASCU, which will schedule the same. Before, the orientation is given in a face-to-face meeting agreed upon by the school and the Secretariat. With virtual program accreditation, this will be done using the Zoom virtual meeting platform provided by PAASCU.

## 2. The Self-Survey

The second step is a thorough, rigorous, and comprehensive self-assessment done by the school about its educational resources and effectiveness. Such self-assessment is a major undertaking that takes at least six months to complete. With the use of the self-survey instrument and the supplement, members of area committees appointed by the administration conduct a fair and objective analysis and evaluation of how well the school has achieved its mission-vision and objectives, and how it complies with PAASCU standards and requirements. For each area, a committee consisting of two groups is created. One group is tasked to do the analysis section, and the other group the evaluation section of the survey instrument. Stakeholder inclusion is a must in all committee groupings to ensure wider representation in the process.

The school's self-assessment is documented and presented in a self-survey report, which records and describes the salient features that surfaced from

the said evaluation. The report is supported by institutional materials used as evidence to substantiate the institution's claims and serve as the basis for evaluation during the Consultancy Visit.

In an on-site visit, materials are either made part of the self-survey report or presented as exhibits made accessible to the consultant during the visit. However, with a virtual accreditation visit, it is requested that these materials be converted to soft copies and be made accessible online. Again, it is advised that all evidence is linked to the references about them.

All submissions will be made through a digital storage file, preferably Google Drive, and instructions on how to access the files should be communicated to the Secretariat. These should be submitted two months before the consultancy visit.

A two-month period is prescribed to give the Team sufficient time to review the report and ask for additional materials from the school. This will also be the opportunity for the Team to be familiar with the courses contained in the school's Learning Management System. Each team member is given two weeks to identify the additional materials it will ask the school to submit, forward the same to the Chairperson who will submit a consolidated list to the Secretariat.

The Secretariat will then forward the request for additional materials to the school, which will be given two weeks to fulfill and upload the same in the digital storage file and inform the PAASCU Secretariat. It is to be noted that a month before the survey visit, the self-survey report, and the supporting materials are deemed sufficient to undertake the visit.

### 3. The Consultancy prior to Preliminary Visit

A school applying for a preliminary survey is not placed on the visit-ready list until PAASCU, through the relevant Commission, has assigned a consultant. The consultant will guide the preliminary visit preparations, including any improvement in the submitted self-survey report and supporting materials. The consultant will also determine the school's readiness and inform PAASCU of the school's earliest time to undertake the visit. A school can request a consultant after it has completed its self-survey.

## 4. The Preliminary Visit

In this step, a group of five to eight accreditors with expertise in the program or programs to be evaluated conduct the visit. Typically lasting two days and following PAASCU procedures, the Survey Team's evaluation (henceforth, Team) seeks to assess the school in light of the self-survey based on accreditation standards. The Team takes a general look at the school's situation, validates the self-survey report through interviews with the school's stakeholders, examines supporting materials, studies the recommendations presented in the self-survey report, cites what it finds to be the best features of the different areas, and makes recommendations of its own where necessary. Once the program is judged ready for a formal survey visit, it is granted "Candidate" status for a two-year period.

This visit is usually done on-site, and meetings are scheduled during the site visit. The meetings are conducted in plenary with all accreditors present, or by a group of accreditors or an individual accreditor. However, in conducting a virtual accreditation visit, the process will be done remotely using the Zoom meeting platform provided by PAASCU.

It is suggested that all meetings during the two-day visit will be conducted in plenary where all the accreditors and the persons to be interviewed are present. The survey team Chairperson will mainly facilitate the meetings, although this task can be delegated to the other team members. There may be instances; however, that the Team will decide to schedule concurrent sessions. For those meetings, the Chairperson will assign the facilitators. A 10 or 15-minute private discussion of the team will follow each meeting to highlight key points discussed and plan for the succeeding meeting. This will also be the time to allow the new set of interviewees to enter the virtual meeting room.

Moreover, classes will be observed virtually, and a virtual tour of key facilities will also be conducted.

The agenda for the two-day visit, which includes persons to be interviewed, and the plan for the live walk-through tour if any will be finalized by the Team and submitted to the Secretariat. The Secretariat will then forward these to the school one month before the accreditation visit.

The school will submit to the Secretariat two weeks before the visit the completed template for the list of interviewees and the plan for the live walk-through tour if any.

The following have to be undertaken to facilitate the conduct of the visit:

- Ensure that there is stable internet connectivity during the visit.
- The virtual meeting technology to be used is the Zoom meeting platform which PAASCU will provide. Access information will be given to the school two weeks before the visit.
- The technology should be tested in advance, at least one week before the school visit with all the following people present: the Team members including the PAASCU representative, and the school representatives, particularly the person who manages the preparations for the visit and the technical staff. An agreed-upon contingency plan should be crafted in the event of technology failure.
- A virtual tour of the facilities is to be included as part of the accreditation visit. The school prepares pre-recorded tour in video format which will be submitted as part of the materials to support the self-survey report.

A live walk-through tour may also be requested during the remote visit to supplement the pre-recorded tour. This tour will include certain spaces not included in the pre-recorded tour and requested by the Team. This request for a live walk-through tour should be forwarded to the Secretariat together with the request for additional materials.

For this tour, it is suggested that the school will use a DSLR camera, a digital camera, or a top-tier phone that can shoot 4k video with good quality audio.

- For the observation of synchronous classes, the school will provide the Team two weeks before access to the meeting platform for such classes.

- The school's IT personnel should be available for the visit's duration to facilitate the visit's conduct and address any technical challenges.
- The school's key personnel assigned to manage the accreditation visit should be accessible during the two-day visit.
- The PAASCU representative and a PAASCU technical staff will also be available to provide support for the two-day visit.

## 5. The Formal Survey Visit

Before a formal survey visit is undertaken, the school must undertake another self-survey activity using the self-survey instrument, the supplement, and the Team's survey report that did the preliminary visit. The school will undertake the same process undertaken during the preliminary visit with the additional task of stating the status of actions taken on the recommendations written on the Team's survey report. All of these will be documented in the self-survey report and the supporting materials.

It is suggested that the school stores the documents in a digital file, preferably Google Drive, with all evidence linked to the references about them. The access information will be provided to the PAASCU Secretariat. These should be done two months before the scheduled visit, as agreed upon by the school and the Secretariat.

The formal survey visit is conducted by a Team of five to eight (accreditors one year after the preliminary visit. The visit usually lasts for two days and follows the same process of interviewing school members and examining submitted documents. The Team, however, now cites the action taken by the school on the recommendations given by the preliminary survey team. As in the preliminary visit, the Team also identifies the areas' best features and makes necessary recommendations. Additionally, numerical ratings are provided for each area under survey. A program granted formal accreditation is given Level I accredited status for three years.

The process and guidelines for conducting the accreditation visit will be the same as in the preliminary visit.

## 6. Initial Accreditation Status Granted

Upon favorable evaluation and recommendation by the Team and the relevant PAASCU Commission, the PAASCU Board of Trustees grants initial accreditation, which FAAP certifies, for three years. Accreditation indicates overall excellence in the delivery of programs and services and that the program or institution has no major deficiencies that compromise its educational effectiveness. With this initial accreditation, the school becomes a full member of PAASCU.

The process of reviewing the Team's decision by their respective Commission and the granting of accreditation status by the Board of Trustees, including the certification to be given by PAASCU and FAAP, will be done online.

## 7. Full Accreditation Status Granted

After the three-year period, the program undertakes another self-survey and is visited by the Team. After the initial three-year accreditation period, a favorable re-evaluation merits the program's full accreditation for five years. Full accreditation indicates optimal compliance with PAASCU standards and requirements and demonstrates the program's overall excellence. The program is also granted FAAP Level II re-accredited status at this time.

The process and guidelines for the conduct of the self-assessment, the action taken on the recommendations given by the previous team who visited the school, the accreditation visit, including the process of reviewing the accreditation decision, and the granting of the accreditation status will be the same as in the Formal Survey Visit.

Levels III and IV status will be granted in the future following the existing FAAP Guidelines. Submission, however, will be in soft copy and done through a digital storage file, preferably Google Drive.

There will be instances throughout the process when "special" visits are done.

These are as follows:

1. Interim visit is done when there are major deficiencies in certain areas under accreditation during the previous re-survey visit. Although done for only one day, the process and guidelines in this visit will follow that of a re-survey visit.
2. Revisit, which is done when accreditation is deferred on the previous accreditation visit. The process and guidelines in this visit will follow that of a formal or a re-survey visit.

Depending on the situation, particularly government regulations on the conduct of face-to-face classes and travel restrictions, and accreditors' availability, a blended approach can also be adopted. The process for this blended approach will have to be agreed upon by the school and PAASCU.

# APPENDICES

## A. Commission on Higher Education Memorandum Order No. 1, series of 2005



**Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION**

**CHED MEMORANDUM ORDER**

**No. 01**

**Series of 2005**

Subject: **REVISED POLICIES AND GUIDELINES ON VOLUNTARY ACCREDITATION IN AID OF QUALITY AND EXCELLENCE IN HIGHER EDUCATION**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994" the Commission on Higher Education hereby promulgates the Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education for the information and guidance of all concerned:

**Article I  
Statement of Policies**

1. It is the declared policy of the State to encourage and assist, through the Commission on Higher Education (CHED), higher education institutions (HEIs) which desire to attain standards of quality over and above the minimum required by the State.
2. For this purpose, the CHED encourages the use of voluntary non governmental accreditation systems in aid of the exercise of its regulatory functions. The CHED will promote a policy environment which supports the accreditation's non-governmental and voluntary character and protects the integrity of the accreditation process.
3. The CHED acknowledges the pioneering work and efforts of the accrediting agencies now federated under the Federation of Accrediting Agencies of the Philippines (FAAP), namely the Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI), the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), and the Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA).
4. Further, the CHED acknowledges the existence of the National Network of Quality Accrediting Agencies (NNQAA), now made up of Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA).

5/F Upper OAP Bldg., San Miguel Avenue, Ortigas Center, Pasig City 1605 Philippines  
Web Site: www.ched.gov.ph, Tel. Nos. 633-27-13, 910-08-23, 638-58-35, 636-16-94, Fax No. 635-58-29

5. The CHED shall authorize federations/networks of accrediting agencies which shall certify to CHED the accredited status of programs/institutions granted by their member accrediting agencies and in accordance with their own standards, as accepted by the CHED, for granting benefits to institutions/programs at various accredited levels, and as contained in Article No. V of this CHED Memorandum Order (CMO).
6. The CHED shall recognize one federation/network largely serving the public sector educational institutions and one for the private sector educational institutions, without restricting the freedom of any educational institution, public or private, to choose an accrediting agency for various educational programs which may belong to either federation/network.
7. The CHED demands responsibility and accountability from federations/ or networks for their certification of the quality of education offered in accredited programs/institutions.

**Article II**  
**Institutional and Program Accreditation**

1. Accreditation is a process for assessing and upgrading the educational quality of higher education institutions and programs through self evaluation and peer judgment. It leads to the grant of accredited status by an accrediting agency and provides public recognition and information on educational quality.
2. Program Accreditation refers to the evaluation of individual programs of a higher education institution.
3. Institutional Accreditation refers to the evaluation of a whole educational institution of which the guidelines and standards shall be formulated in collaboration with the existing federations/networks of accrediting agencies to be approved by CHED.

**Article III**  
**Federations/Networks of Accrediting Agencies**

1. Accrediting agencies shall join either of the above-mentioned federations/networks; the federation/network must have procedures and guidelines in accepting accrediting agencies as members, following this CMO.
2. Federations/networks of accrediting agencies shall have the following functions :
  - a. Accept and recognize its member accrediting agencies. The applicant accrediting agency must be required to have the following:

- standards for accreditation which are adequately rigorous, competitive and reflect current acceptable practice;
- appropriate survey and assessment instruments and processes; effective mechanism for assessing compliance of programs/institutions with its own standards; policies and procedures for the grant, suspension or revocation of accredited status of programs/institutions, in accordance with the federation/ network policies and procedures;

Furthermore, the accrediting agency shall submit required annual reports and documents to the federation/network.

- b. Monitor the operations of member agencies, including their processes and procedures, and training and selection of accreditors;
  - c. Certify to CHED the accreditation status of programs/institutions accredited by its member agencies;
  - d. Assure the comparability of standards of member accrediting agencies;
  - e. Upgrade and update standards, procedures and criteria for accreditation;
  - f. Contribute to quality education through the enhancement and development of the accreditation movement;
  - g. Establish procedures for addressing complaints by higher education Institutions regarding procedures and processes of accrediting agencies;
  - h. Maintain a valid and reliable data management and analysis system relating to their member accrediting agencies;
  - i. Submit annual reports to CHED on its operations, especially programs/institutions accredited.
3. Federations/networks seeking CHED recognition should show evidence acceptable to CHED that they are able to undertake the functions as indicated in Article III, Section 2 of this CMO;
- a. Federations/networks seeking recognition shall submit application to CHED and should include the following:
    1. SEC Registration, Articles of Incorporation and approved By laws
    2. Listing of officers and members of the governing board
    3. Board resolution authorizing the submission of application for CHED recognition
    4. Short history of the organization and its works

5. Listing of the member accrediting agencies
  6. Description of accreditation process as done by member agencies
  7. Full set of accreditation instruments used by its member agencies
  8. Sample self-evaluation reports and sample of Chairman's report of actual survey
  9. Description of training processes and procedures of accreditors of its member agencies
  10. If a network/federation is new and has not functioned yet, it should submit documentations to show CHED that it is able to do functions specified in Article III, Section 2.
- b. Within two (2) months from application and submission of all the required documents, CHED for valid reasons may grant provisional recognition to federation/network subject to annual review.
  - c. The federations/networks recognized by CHED shall be subject to periodic review every five years after recognition or as the need arises;
  - d. Federations/networks found not conforming with the policies and guidelines of this CMO shall be required by CHED to comply within six (6) months after notification;
  - e. After due process is observed, CHED may limit, suspend or withdraw recognition of a federation/network.

#### **Article IV**

##### **Accreditation Levels for Program Accreditation**

1. For purposes of receiving benefits, educational programs are classified as candidate and one of four ( 4) accredited levels. .
  - a. Candidate status: for programs which have undergone a preliminary survey visit and are certified by the federation/network as being capable of acquiring accredited status within two years;
  - b. Level I accredited status: for programs which have been granted initial accreditation after a formal survey by the accrediting agency and duly certified by the accreditation federation/network, effective for a period of three years;
  - c. Level II. re-accredited status: for programs which have been re accredited by the accrediting agency and duly certified by the accreditation federation/network, effective for a period of three or *five* years based on the appraisal of the accrediting agency;

- d. Level III re-accredited status: for programs which have been re accredited and have met the additional criteria/guidelines set by the federation/network for this level.

Level III re-accredited undergraduate programs must satisfy the first two of the following criteria and two others of the succeeding ones:

- i. A reasonably high standard of instruction;
- ii. A highly visible community extension program. A description of the programs, the nature and extent of student, faculty and staff involvement, and other details shall be required documentation for this indicator;
- iii. A highly visible research tradition. The following must be observable over a reasonable period of time:
  - provision for a reasonable budget
  - quality of completed outputs
  - measurable result such as publication, etc.
  - involvement of a significant number of faculty members.
  - visible, tangible and measurable impact on the community
- iv. A strong faculty development tradition evidenced by an appropriate budget allocation and/or systematic plan for faculty development programs.
- v. A highly creditable performance of its graduates in licensure examinations over the last three years. (will apply only to those programs where such examinations are required)
- vi. Existence of working consortia or linkages with other schools and/or agencies. Documentary evidence shall include a description of the nature, mechanism, working agreements and other details of consortia .
- vii. Extensive and functional library and other learning resource facilities.

Level III accredited graduate programs must satisfy i and iii and any two (2) of ii, iv, v, vi and vii above.

The institutions should submit pictorial and documentary evidence to support its claims.

Only programs that have been granted "clean" re accreditation, meaning that no progress report or interim visit is required within the five-year accreditation period, may apply for Level III status.

- e. Level IV accredited status: accredited programs which are highly respected as very high quality academic programs in the Philippines and with prestige and authority comparable to similar programs in excellent foreign universities.

These programs must have met the following additional criteria/ guidelines:

Excellent outcomes in -

- Research as seen in the number, scope and impact of scholarly publications in refereed national and international journals;
- Teaching and learning as proven in excellent performance of graduates and continuing assessment of student achievement;
- Community service and the impact of contributions to the economic and social upliftment, on both regional and national levels.
- Evidence of international linkages and consortia;
- Well developed planning processes which support quality assurance mechanisms.

HEIs should provide adequate documentation in support of application for Level IV accredited status.

#### **Article V Benefits for Program Accreditation**

The following benefits for the different accreditation levels shall be provided :

##### A. For Private Sector Institutions:

###### a. Level I/Level II

- i. Full administrative deregulation, provided that reports of promotion of students and lists of graduates are available for review by CHED at all times
- ii. Financial deregulation in terms of setting of tuition and other school fees and charges.
- iii. Authority to revise the curriculum without CHED approval provided that CHED and Professional Regulation Commission minimum requirements and guidelines, where applicable, are complied with and the revised curriculum is submitted to CHED Regional Offices.

- iv. Authority to graduate students from accredited courses or programs of study in the levels accredited without prior approval of the CHED and without need for Special Orders.
- v. Priority in the awards of grants/subsidies or funding assistance from CHED-Higher Education Development Fund (HEDF) for scholarships and faculty development, facilities improvement and other development programs.
- vi. Right to use on its publications or advertisements the word "ACCREDITED" pursuant to CHED policies and rules.
- vii. Limited visitation, inspection and/or supervision by CHED supervisory personnel or representatives.

b. Level III

- i. All the benefits for Level I/II.
- ii. Authority to offer new courses allied to existing Level III courses without need for prior approval, provided that the concerned CHED Regional Office (CHEDRO), is duly informed.
- iii. Privilege to apply for authority to offer new graduate programs, open learning/distance education, extension classes and to participate in the transnational education.

c. Level IV

- i. All the benefits for Levels I, II and III.
- ii. Grant of full autonomy for the program for the duration of its Level IV accredited status.
- iii. Authority to offer new graduate programs allied to existing Level IV courses, open learning/distance education and extension classes without need for prior approval by CHED provided that the concerned CHEDRO is duly informed.

B. For Public Sector Institutions

- a. Though public sectors institutions already possess most if not all of the benefits related to curricular and administrative deregulation granted to private sector institutions at various accreditation levels, accreditation level will be used by the CHED and Department of Budget and Management in recommending budgetary allocation for public sector institutions.

- b. As for accredited private sector institutions, accredited public sector institutions shall also enjoy priority in terms of available funding assistance from CHED for scholarships and faculty development, facilities improvement and other development programs.
- c. Right to use on its publications or advertisements the word "ACCREDITED" pursuant to CHED policies and rules.

**Article VI**  
**Transitory Provisions**

1. Pursuant to the Article III, Section 3, FAAP, a recognized federation by CHED, shall submit to CHED documents on their existence, membership, procedures, accredited programs and summary on how the federation/network is able to do Article III, Section 2, Parts d, e, f, g and h within three (3) months of the effectivity of this CMO for re-certification by CHED.
2. Likewise, pursuant to the Article III, Section 3, NNQAA, a network that has not been recognized by CHED, shall submit to CHED documents on their existence, membership, procedures, accredited programs and summary on how the federation/network is able to do Article III, Section 2, Parts d, e, f, g, and h within three (3) months of the effectivity of this CMO for certification by CHED.
3. Accreditation levels recognized by CHED on the basis of certifications by federations/networks under the previous CHED Order No. 31, s. 1995 shall remain in effect until their defined/prescribed expiration period.
4. All programs accredited by AACUP as of the date of issuance of this CMO shall be deemed recognized by CHED upon submission of a list of such programs by AACUP within thirty (30) days upon issuance of this CMO.
5. Programs accredited by AACUP after the date of issuance of this CMO shall be recognized by CHED only after all requirements shall have been fulfilled as required by this CMO. AACUP should therefore seek recognition from a recognized federation/network.

**Article VII**  
**Effectivity**

This CMO supercedes CHED Order No. 31, s. 1995 and shall take effect immediately.

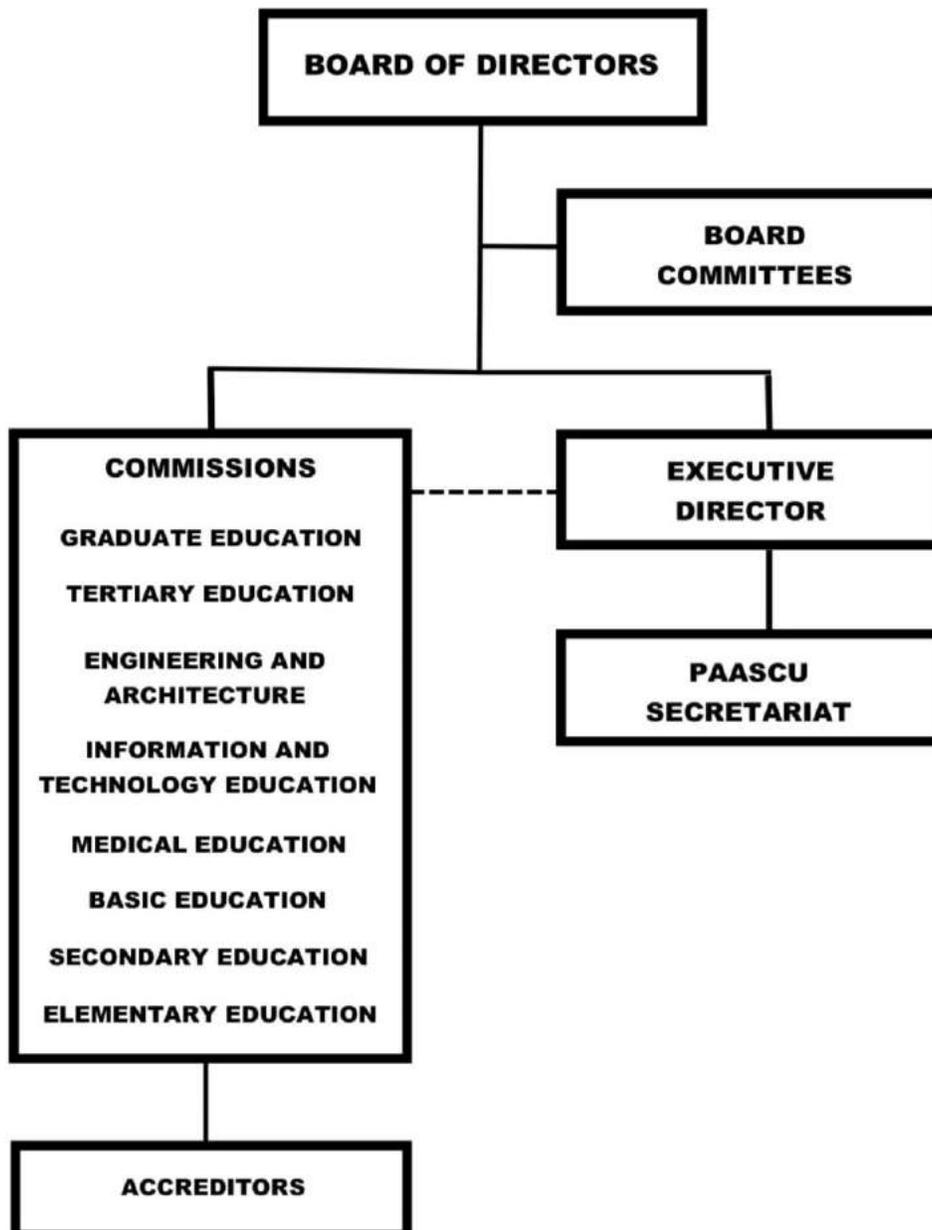
Pasig City, Philippines, February 15, 2005.

  
FR. ROLANDO V. DE LA ROSA, OP  
Chairman

## B. PAASCU Organizational Structure



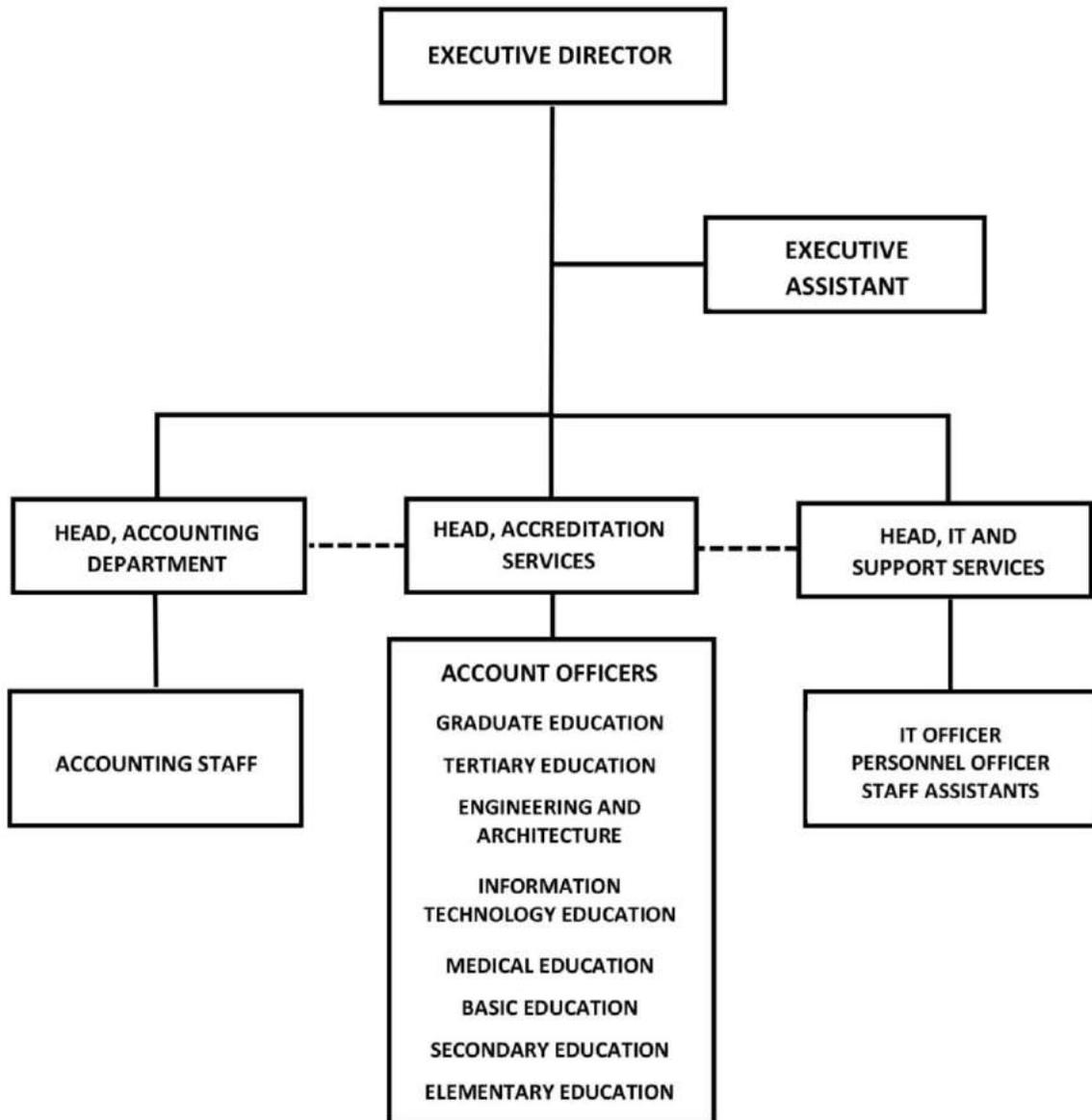
### PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES ORGANIZATIONAL CHART



### C. PAASCU Secretariat Organizational Structure



#### PAASCU SECRETARIAT ORGANIZATIONAL CHART



## D. Guidelines for Applicant Schools – Graduate Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

### GUIDELINES FOR APPLICANT SCHOOLS

#### GRADUATE PROGRAMS

##### 1. CATEGORIES OF MEMBERSHIP

The accreditation process consists of several stages. Each stage is identified with a particular status of the institution applying for membership. Each of these stages has certain requirements and qualifications. The first category is APPLICANT STATUS followed by CANDIDATE STATUS and followed finally by MEMBER STATUS.

##### 2. REQUIREMENT FOR APPLICANT STATUS

A graduate school committed to institutional improvement through the guidance of PAASCU's Commission on Graduate Education may request to become an APPLICANT INSTITUTION. The requirements are:

- a.) An application letter from the President, Chancellor or Director of the Institution addressed to the PAASCU Board of Trustees:

*The President  
PAASCU  
Unit 107, The Tower at Emerald Square  
J.P. Rizal cor P. Tuazon Sts.  
1109 Quezon City  
Tel Nos.: (02) 8911-2845; 8913-1998; 3421-6227  
Fax No.: (02) 8911-0807  
E-mail: info@paascu.org.ph*

## b.) Submission of the following documents:

1. The mission statement and goals of the institution
2. Copies of the CHED recognition of the graduate program/s, which the school wishes to have accredited
3. Names of faculty members and a summary of their qualifications
4. Copy of the institution's admission policies for graduate students.
5. Statistical summary of the students admitted and graduated over the past three years in the program/s being applied for

These documents are needed by the PAASCU Commission on Graduate Education so that it can counsel the institution on further steps to take in seeking affiliation. Information should be provided on separate sheets.

## 3. TERMS AND CONDITIONS

- a. Applicant status is granted for a maximum period of three (3) years, except when extended by the Board of Trustees.
- b. Written Annual Progress Report briefly outlining the progress of the institution in specific areas.

## 4. PAASCU'S ACTION AND RESPONSIBILITIES

- a. Formal acceptance as an APPLICANT INSTITUTION.
- b. Assistance through the school improvement program and consultancy services from the Commission on Graduate Education.
- c. Review of the Annual Progress Report submitted to the Commission on Graduate Education.

## E. Guidelines for Applicant Schools – Tertiary Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

### GUIDELINES FOR APPLICANT SCHOOLS

#### TERTIARY PROGRAMS

##### 1. CATEGORIES OF MEMBERSHIP

The accreditation process consists of several stages. Each stage is identified with a particular status of the institution applying for membership. Each of these stages has certain requirements and qualifications. The first category is APPLICANT STATUS followed by CANDIDATE STATUS and followed finally by MEMBER STATUS.

##### 2. REQUIREMENT FOR APPLICANT STATUS

A tertiary school committed to institutional improvement through the guidance of PAASCU's Commission on Tertiary Education may request to become an APPLICANT INSTITUTION. The requirements are:

- a.) An application letter from the President, Chancellor or Director of the Institution addressed to the PAASCU Board of Trustees:

*The President  
PAASCU  
Unit 107, The Tower at Emerald Square  
J.P. Rizal cor P. Tuazon Sts.  
1109 Quezon City  
Tel Nos.: (02) 8911-2845; 8913-1998; 3421-6227  
Fax No.: (02) 8911-0807  
E-mail: info@paascu.org.ph*

## b.) Submission of the following documents:

1. The mission statement and goals of the institution
2. Copies of the CHED recognition of the tertiary program/s, which the school wishes to have accredited
3. Names of the governing board members and their qualifications
4. Copy of the by-laws or other institutional documents identifying the group legally responsible for the institution.
5. Names of faculty members and a summary of their qualifications (see Appendix A)
6. Statistical summary of the students admitted over the past three years in the program/s being applied for

These documents are needed by the PAASCU Commission on Tertiary Education so that it can counsel the institution on further steps to take in seeking affiliation. Information should be provided on separate sheets.

## 3. TERMS AND CONDITIONS

- a. Applicant status is granted for a maximum period of three (3) years, except when extended by the Board of Trustees.
- b. Written Annual Progress Report briefly outlining the progress of the institution in specific areas.

## 4. PAASCU'S ACTION AND RESPONSIBILITIES

- a. Formal acceptance as an APPLICANT INSTITUTION.

- b. Assistance through the school improvement program and consultancy services from the Commission on Tertiary Education.
- c. Review of the Annual Progress Report submitted to the Commission on Tertiary Education.

**ACADEMIC PERFORMANCE OF STUDENTS**

Indicate the performance of the graduates in the licensure examinations in the last five years.

Date of Board Exams	Number of Graduates	Number who took exams	Number of Board Passers	School's Passing Percentage	National Passing Rate

## A. ACADEMIC QUALIFICATIONS

## 1. ANALYSIS

Note: In reporting degrees, use the individual's highest or most appropriate degree. (Only one degree per faculty should be counted.)

A. FOR ALL FACULTY MEMBERS TEACHING GENERAL EDUCATION  
(SERVICE COURSES)

DEGREES COMPLETED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Doctorate in discipline taught				
Doctorate in other fields				
Master's in field of specialization				
Master's in other fields				
Bachelor's degree				
TOTAL		100%		100%

- ◆ A full-time teacher is one who has a normal teaching load and spends the rest of the time in committee work, research, student consultations and other non-teaching activities.
- ◆ A part-time teacher is one who is hired on the basis of the number of units taught.

Give the institution’s definition of full-time status or indicate where this may be found.

**B. FOR EVERY COLLEGE/PROGRAM INVOLVING A SEPARATE PROFESSIONAL CORE OF TEACHERS**

*Each college/program, e.g Business, Education must prepare a separate table*

**2. COLLEGE PROGRAM**

DEGREES COMPLETED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Doctorate in discipline taught				
Doctorate in other fields				
Master’s in field of specialization				
Master’s in other fields				
Bachelor’s degree				
<b>TOTAL</b>		<b>100%</b>		<b>100%</b>

## F. Guidelines for Applicant Schools – Basic Medical Education Program



Philippine Accrediting Association of Schools,  
Colleges and Universities

### GUIDELINES FOR APPLICANT SCHOOLS

### BASIC MEDICAL EDUCATION PROGRAM

#### 1. CATEGORIES OF MEMBERSHIP

The accreditation process consists of several stages. Each stage is identified with a particular status of the institution applying for membership. Each of these stages has certain requirements and qualifications. The first category is APPLICANT STATUS followed by CANDIDATE STATUS and followed finally by MEMBER STATUS.

#### 2. REQUIREMENT FOR APPLICANT STATUS

A medical school committed to institutional improvement through the guidance of PAASCU's Commission on Medical Education may request to become an APPLICANT INSTITUTION. The requirements are:

- a.) An application letter from the President, Chancellor or Director of the Institution addressed to the PAASCU Board of Trustees:

*The President  
PAASCU  
Unit 107, The Tower at Emerald Square  
J.P. Rizal cor P. Tuazon Sts.  
1109 Quezon City  
Tel Nos.: (02) 8911-2845; 8913-1998; 3421-6227  
Fax No.: (02) 8911-0807  
E-mail: [info@paascu.org.ph](mailto:info@paascu.org.ph)*

b.) Submission of the following documents:

1.	The mission statement and goals of the institution
2.	Copies of the CHED recognition of the programs which the school wishes to have accredited.
3.	Copy of the by-laws or other documents identifying the group legally responsible for the institution
4.	List of the current members of the governing board, including the name and address of each member
5.	Names of faculty members and a summary of their qualifications
6.	Copy of the institution's admission policies including any special requirements for individual programs
7.	Statistical summary of the students admitted over the past three years in the program being applied for

These documents are needed by the PAASCU Commission on Medical Education so that it can counsel the institution on further steps to take in seeking affiliation.

3. TERMS AND CONDITIONS

- a. Applicant status is granted for a maximum period of three (3) years, except when extended by the Board of Trustees.

b. Written Annual Progress Report briefly outlining the progress of the institution in specific areas.

4. PAASCU’S ACTION AND RESPONSIBILITIES

- a. Formal acceptance as an APPLICANT INSTITUTION.
- b. Assistance through the school improvement program and consultancy services from the Commission on Medical Education.
- c. Review of the Annual Progress Report submitted to the Commission on Medical Education.

ACADEMIC PERFORMANCE OF STUDENTS

Indicate the performance of the graduates in the licensure examinations in the last three years.

Date of Board Exams	Number of Graduates	Number who took exams	Number of Board Passers	School’s Passing Percentage	National Passing Rate

MD FACULTY

NAME	Institution Where MD Completed	Specialty Residency)/ Year	Subspecialty (Fellowship)/ Year	MA or MS/ Field	PhD/ Field	Further Studies (in progress)	Disciplines Being Taught

NON-MD FACULTY

NAME	Highest Degree Completed/Year	Major/Field	Institution Where Completed	Further Studies (in progress)	Disciplines Being Taught



<ul style="list-style-type: none"> <li>● Vision, Mission and Goals of the Institution.</li> <li>● Enrolment profile of School (current and the past 3 years)</li> <li>● Organogram of the Institution.</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations of all the Survey Areas</li> <li>● <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li>   <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all the Survey Areas		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

## H. Checklist of Submitted Reports and School Materials – Basic Medical Education Program



Philippine Accrediting Association of Schools,  
Colleges and Universities

### BASIC MEDICAL EDUCATION PROGRAM

#### CHECKLIST OF REPORTS AND SCHOOL MATERIALS TO BE SUBMITTED BEFORE THE SURVEY VISIT

Name of School : \_\_\_\_\_

Type of Survey Visit : \_\_\_\_\_

Date of Survey Visit : \_\_\_\_\_

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
1. Self-Survey Report for the following areas (to be submitted separately):		
Area I - Faculty		
Area II - Educational Program		
Area III - Clinical Education Program and Service Facilities		
Area IV - Community Education Program		
Area V - Research		
Area VI - Students		
Area VII - Library		
Area VIII - Governance and Administration		
Area IX - Facilities and Other Resources		
Area X - Continuous Renewal		

<p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution and the Medical School</li> <li>● Vision, Mission and Goals of the Institution and the Medical School</li> <li>● Enrolment profile of Medical School (current and the past 3 years)</li> <li>● Organogram of the Institution and the Medical School</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations of all the Survey Areas</li> <li>● <u>For Formal and Resurvey Visits only</u>: Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all the Survey Areas		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

# I. Checklist of Submitted Reports and School Materials – Tertiary Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

## FOR TERTIARY PROGRAMS

### PART I - CHECKLIST OF REPORTS AND SCHOOL MATERIALS TO BE SUBMITTED FOR ALL PROGRAMS BEFORE THE SURVEY VISIT

Name of School : \_\_\_\_\_

Type of Survey Visit : \_\_\_\_\_

Date of Survey Visit : \_\_\_\_\_

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
1. Self-Survey Report for the following areas (to be submitted separately):		
Section Ia - University/College Community Involvement		
Section II - Faculty		
Section III - Curriculum and Instruction		
Section IV - Library		
Section V - Laboratories		
Section VI - Facilities		
Section VII - Student Services		
Section VIII - Administration		

<p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution.</li> <li>● Vision, Mission and Goals of the Institution.</li> <li>● Enrolment profile of School (current and the past 3 years)</li> <li>● Organogram of the Institution.</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations of all the Survey Areas</li> <li>● <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all the Survey Areas		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II a - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

ENGINEERING, HOTEL & RESTAURANT/HOSPITALITY/TOURISM & TRAVEL  
MANAGEMENT, COMPUTER SCIENCE/INFORMATION SYSTEMS/INFORMATION  
TECHNOLOGY,  
OCCUPATIONAL & PHYSICAL THERAPY, CRIMINAL JUSTICE EDUCATION, MEDICAL  
EDUCATION/MEDICAL LABORATORY SCIENCE, MULTIMEDIA  
ARTS/ANIMATION/GAME DESIGN, NUTRITION & DIETETICS, PHARMACY,  
RADIOLOGIC TECHNOLOGY AND SOCIAL WORK PROGRAMS

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="margin-left: 20px;">Section II - Faculty Section III - Curriculum and Instruction Section V - Laboratories</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		

3.	List of full-time and part-time faculty members indicating current faculty load and employment status		
4.	Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5.	Professional licenses faculty staff (photocopies only)		
6.	Administrative Manual		
7.	Teaching Staff Manual		
8.	Non-teaching Staff Manual		
9.	Student Handbook		

PART II b - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT  
ACCOUNTANCY, ACCOUNTING TECHNOLOGY, ENTREPRENEURSHIP AND  
DIPLOMACY & INTERNATIONAL RELATIONS PROGRAMS

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="padding-left: 20px;">Section II - Faculty</p> <p style="padding-left: 20px;">Section III - Curriculum and Instruction</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only</u>: Please include the PAASCU Team's Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II c - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

AGRICULTURE PROGRAM

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="margin-left: 20px;">Section II - Faculty</p> <p style="margin-left: 20px;">Section III - Curriculum and Instruction</p> <p style="margin-left: 20px;">Section V - Laboratories</p> <p style="margin-left: 20px;">Section IX - Research</p> <p style="margin-left: 20px;">Section X - Extension</p> <p style="margin-left: 20px;">Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team's Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II d - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

ARCHITECTURE, FINE ARTS AND INTERIOR DESIGN PROGRAMS

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="margin-left: 40px;">Section II - Faculty Section III - Curriculum and Instruction Section V - Laboratories and Studios (for Architecture)                   - Design Studio (for Fine Arts and Interior Design)</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II e - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

INDUSTRIAL DESIGN PROGRAM

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="margin-left: 20px;">Section II - Faculty</p> <p style="margin-left: 20px;">Section III - Curriculum and Instruction</p> <p style="margin-left: 20px;">Section V - Laboratories, Workshops and Studios</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only</u>: Please include the PAASCU Team's Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II f - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

MUSIC PROGRAM

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="margin-left: 20px;">Section II - Faculty</p> <p style="margin-left: 20px;">Section III - Curriculum and Instruction</p> <p style="margin-left: 20px;">Section V - Laboratories and Studios</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>● Brief history of the Institution</li> <li>● Vision, Mission and Goals of the Institution</li> <li>● Enrolment profile (current and the past 5 years)</li> <li>● Organogram of the Institution</li> <li>● Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>● <u>For Formal and Resurvey Visits only</u>: Please include the PAASCU Team's Recommendations and Follow-up Actions taken by the institution</li> <li>● Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>● Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>● School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

PART II g - CHECKLIST OF REPORTS AND SCHOOL MATERIALS  
TO BE SUBMITTED FOR SPECIFIC PROGRAMS BEFORE THE SURVEY VISIT

NURSING PROGRAM

Complete this checklist and submit it together with the self-survey reports and supporting materials two (2) months before the scheduled visit. Submission will be done through a digital storage file preferably Google Drive.

Documents	Submitted	
	Yes	No
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p style="padding-left: 20px;">Section Ia - College Community Involvement Section II - Faculty Section III - Curriculum and Instruction Section V - Laboratories</p> <p>Each of the area report should contain the following:</p> <ul style="list-style-type: none"> <li>• Brief history of the Institution</li> <li>• Vision, Mission and Goals of the Institution</li> <li>• Enrolment profile (current and the past 5 years)</li> <li>• Organogram of the Institution</li> <li>• Self-Survey Executive Summary Report including the Best Features and Recommendations</li> <li>• <u>For Formal and Resurvey Visits only:</u> Please include the PAASCU Team’s Recommendations and Follow-up Actions taken by the institution</li> <li>• Accomplished Survey Forms (The Comments, Best Features and Recommendations for the Area should be included in this portion of the Report.)</li> <li>• Statistical Summary for the Area of the Survey Report and the General Statistical Summary</li> <li>• School materials that will be used as evidence and appended to the reports specially those required in the survey instrument</li> </ul>		
2. Consolidated Report containing all areas specific to the program		
3. List of full-time and part-time faculty members indicating current faculty load and employment status		
4. Current teaching schedule showing names of faculty members, subjects taught, and teaching hours		
5. Professional licenses faculty staff (photocopies only)		
6. Administrative Manual		
7. Teaching Staff Manual		
8. Non-teaching Staff Manual		
9. Student Handbook		

## J. Faculty Profile Template for Graduate Education Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

### FACULTY PROFILE TEMPLATE FOR GRADUATE EDUCATION PROGRAMS

Name of Faculty (Please list alphabetically)	Status	Highest Degree Completed	Institution	Subjects Taught		Other Assignments in Institution	Unit Equivalent	TOTAL
				Subject	Units			

## K. Faculty Profile Template for Tertiary Programs



### Philippine Accrediting Association of Schools, Colleges and Universities

#### FACULTY PROFILE TEMPLATE FOR TERTIARY PROGRAMS

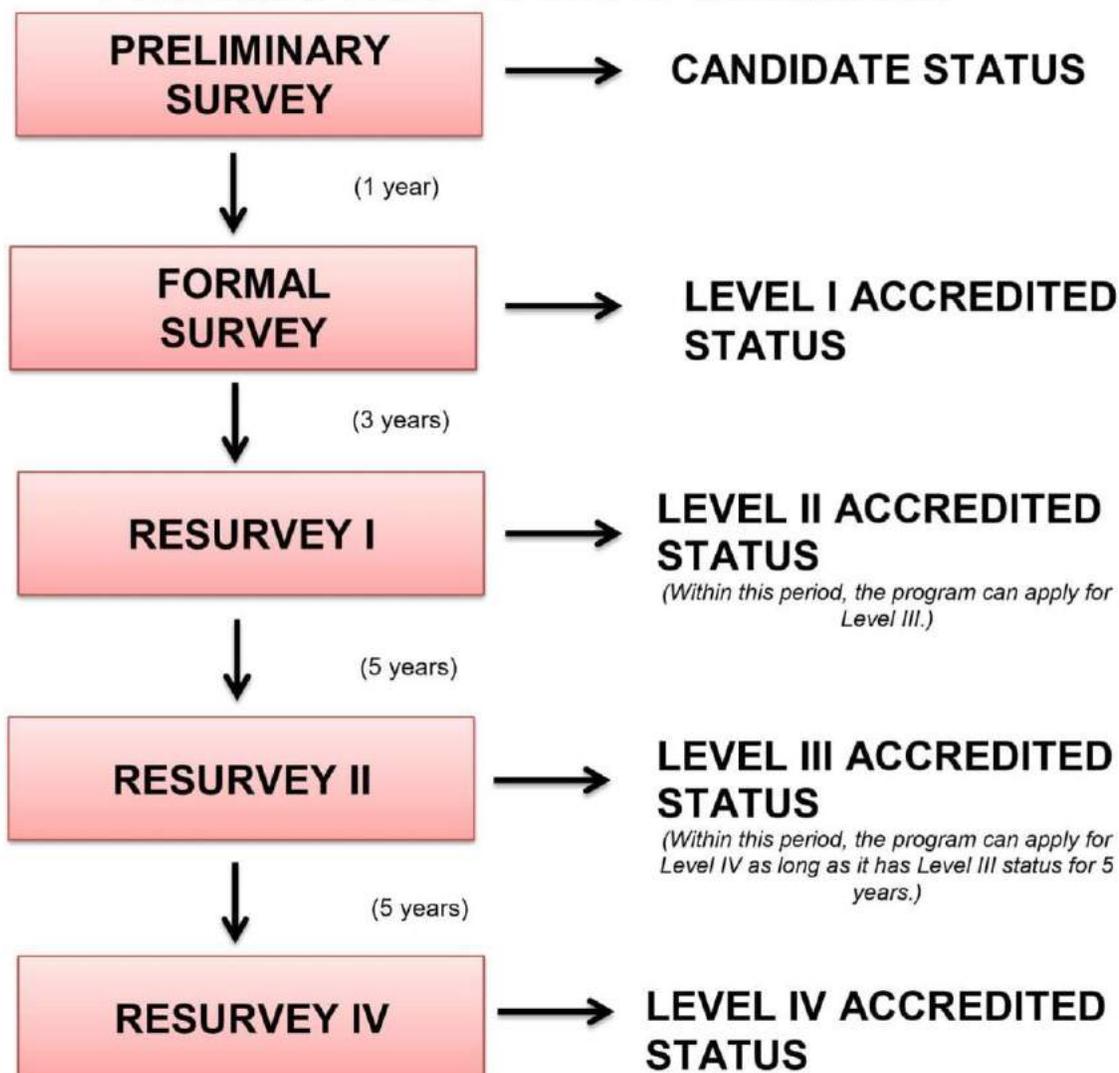
NAME	STATUS	DEGREES ATTAINED/ NAME OF INSTITUTION (Baccalaureate / Master's/ Doctoral)	YEAR OF GRADUATION/ SO Number / LICENSE NUMBER, Where Applicable	GENERAL EDUCATION SUBJECTS	UNIT(S)	*(Program)		*(Program)		*(Program)		OTHER ASSIGNMENTS (e.g., Administrative Position/ Designation)	UNIT Equivalent	TOTAL
						Professional Subjects	UNIT(S)	Professional Subject	UNIT(S)	Professional Subject	UNIT(S)			

1. Start with the faculty who have Graduate degrees followed by those without Graduate degrees.
2. \*From columns 7-9, indicate programs that are being visited by the PAASCU Team; add columns, if necessary.

## L. FAAP Accreditation Levels Flowchart



### Flowchart: FAAP Level I-IV Certification\*



\*It should be noted that for Elementary, Secondary, and Basic Education programs, certification is only up to Level III.

# M. FAAP Application Form for Level III – Graduate Programs



## FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES

### APPLICATION FORM FOR LEVEL III INSTITUTIONS

**INSTITUTION** : \_\_\_\_\_

**ADDRESS** : \_\_\_\_\_

**GRADUATE PROGRAM/S ACCREDITED:**  
(Please Check)

- Arts and Sciences
- Education
- Business Administration
- Public Health
- Nursing

**TOTAL ENROLMENT IN ACCREDITED PROGRAMS:**

Programs	Enrolment
_____	_____
_____	_____
_____	_____

**FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES**

**PROCEDURES FOR APPLICATION AND CERTIFICATION OF  
LEVEL III INSTITUTIONS AND PROGRAMS**

1. Institutions with re-accredited programs shall apply to their respective accrediting agencies to avail of the benefits granted to Level III accredited programs.
2. Institutions shall fulfill criteria numbers 1 and 2 and at least 2 others of the remaining ones.
3. Documentary evidence should be submitted by the institution to the accrediting agency.
4. The agency will then recommend to FAAP that the program/s be granted Level III status.
5. The FAAP during a regular or special Board Meeting shall confirm the institutions/programs submitted by its member agencies and grant them Level III status.
6. The FAAP shall issue the corresponding certificates to the institutions with Level III programs.

### CRITERIA FOR LEVEL III INSTITUTIONS

1. Present evidence to prove that your institution has a reasonably high standard of instruction.
2. A highly visible research tradition. The following must be observable over a reasonable time:
  - provision for a reasonable budget
  - quality of completed outputs
  - measurable results such as publication, etc.
  - involvement of a significant number of faculty members
  - visible, tangible, and measurable impact on the community

Choose any TWO of the following:

3. List the community extension program/s in your institution. Describe briefly the nature of the programs, the extent of faculty and staff involvement, and other significant details.
4. A strong faculty development tradition is evidenced by an appropriate budget allocation and/or systematic plan for faculty development programs.
5. A highly creditable performance of its graduates in licensure examinations over the last three years. (will apply only to those programs where such examinations are required)
6. Existence of working consortia or linkages with other schools and/or agencies. Documentary evidence shall include a description of nature, mechanism, working agreements, and other details of consortia.
7. Extensive and functional resource library and other learning facilities.

**Sample Format**

Name of Faculty (Please list alphabetically)	Status	Highest Degree Completed	Institution	Subject Taught		Other Assignments in Institution	Unit Equivalent	TOTAL
				Subjects	Units			

**NB: Start with the faculty in full-time status**

## N. FAAP Application Form for Level III – Tertiary Programs



### FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES

#### APPLICATION FORM FOR LEVEL III INSTITUTIONS

INSTITUTION : \_\_\_\_\_  
 ADDRESS : \_\_\_\_\_

**TERTIARY PROGRAM/S ACCREDITED:**  
 (Please Check)

- |   |  |
|---|--|
| <input type="checkbox"/> Liberal Arts                             | <input type="checkbox"/> Computer Science                              |
| <input type="checkbox"/> Sciences                                 | <input type="checkbox"/> Information Systems                           |
| <input type="checkbox"/> Elementary Education                     | <input type="checkbox"/> Information Technology                        |
| <input type="checkbox"/> Secondary Education                      | <input type="checkbox"/> Fine Arts                                     |
| <input type="checkbox"/> Business Administration                  | <input type="checkbox"/> Interior Design                               |
| <input type="checkbox"/> Accountancy                              | <input type="checkbox"/> Occupational Therapy                          |
| <input type="checkbox"/> Accounting Technology                    | <input type="checkbox"/> Physical Therapy                              |
| <input type="checkbox"/> Entrepreneurship                         | <input type="checkbox"/> Agriculture                                   |
| <input type="checkbox"/> Chemical Engineering                     | <input type="checkbox"/> Architecture                                  |
| <input type="checkbox"/> Civil Engineering                        | <input type="checkbox"/> Criminal Justice Education                    |
| <input type="checkbox"/> Computer Engineering                     | <input type="checkbox"/> Diplomacy and International Relations         |
| <input type="checkbox"/> Electrical Engineering                   | <input type="checkbox"/> Industrial Design                             |
| <input type="checkbox"/> Electronics Engineering                  | <input type="checkbox"/> Medical Technology/Medical Laboratory Science |
| <input type="checkbox"/> Industrial Engineering                   | <input type="checkbox"/> Multimedia Arts/Animation/Game Design         |
| <input type="checkbox"/> Manufacturing Engineering and Management | <input type="checkbox"/> Music   |
| <input type="checkbox"/> Mechanical Engineering                   | <input type="checkbox"/> Nursing                                       |
| <input type="checkbox"/> Hotel and Restaurant Management          | <input type="checkbox"/> Nutrition and Dietetics                       |
| <input type="checkbox"/> Hospitality Management                   | <input type="checkbox"/> Pharmacy                                      |
| <input type="checkbox"/> Tourism Management                       | <input type="checkbox"/> Radiologic Technology                         |
| <input type="checkbox"/> Travel Management                        | <input type="checkbox"/> Social Work                                   |

TOTAL ENROLMENT IN ACCREDITED PROGRAMS:

Programs	Enrolment
_____	_____
_____	_____

## **FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES**

### **PROCEDURES FOR APPLICATION AND CERTIFICATION OF LEVEL III INSTITUTIONS AND PROGRAMS**

1. Institutions with re-accredited programs shall apply to their respective accrediting agencies to avail of the benefits granted to Level III accredited programs.
2. Institutions shall fulfill criteria numbers 1 and 2 and at least 2 others of the remaining ones.
3. Documentary evidence should be submitted by the institution to the accrediting agency.
4. The agency will then recommend to FAAP that the program/s be granted Level III status.
5. The FAAP during a regular or special Board Meeting shall confirm the institutions/programs submitted by its member agencies and grant them Level III status.
6. The FAAP shall issue the corresponding certificates to the institutions with Level III programs.

### CRITERIA FOR LEVEL III INSTITUTIONS

1. Present evidence to prove that your institution has a reasonably high standard of instruction.
2. List the community extension program/s in your institution. Describe briefly the nature of the programs, the extent of faculty and staff involvement, and other significant details.

**Choose any TWO of the following:**

3. A highly visible research tradition. The following must be observable over a reasonable time:
  - provision for a reasonable budget
  - quality of completed outputs
  - measurable results such as publication, etc.
  - involvement of a significant number of faculty members
  - visible, tangible, and measurable impact on the community
4. A strong faculty development tradition is evidenced by an appropriate budget allocation and/or systematic plan for faculty development programs.
5. A highly creditable performance of its graduates in licensure examinations over the last three years. (will apply only to those programs where such examinations are required)
6. Existence of working consortia or linkages with other schools and/or agencies. Documentary evidence shall include a description of nature, mechanism, working agreements, and other details of consortia.
7. Extensive and functional resource library and other learning facilities.

### A. ACADEMIC QUALIFICATIONS

Note: In reporting degrees, use the individual's highest or most appropriate degree. (Only one degree per faculty should be counted.)

#### A. FOR ALL FACULTY MEMBERS TEACHING GENERAL EDUCATION (SERVICE COURSES)

DEGREES COMPLETED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Doctorate in the discipline taught				
Doctorate in other fields				
Master's in Field of specialization				
Master's in other fields				
Bachelor's degree				
TOTAL		100%		100%

- ◆ A full-time teacher is one who has a normal teaching load and spends the rest of the time in committee work, research, student consultations, and other non-teaching activities.
- ◆ A part-time teacher is one who is hired based on the number of units taught.

Give the institution's definition of full-time status or indicate where this may be found.

**B. FOR EVERY COLLEGE/PROGRAM INVOLVING A SEPARATE PROFESSIONAL CORE OF TEACHERS**

Each college/program, e.g. Commerce, Education must prepare a separate table.

COLLEGE / PROGRAM: \_\_\_\_\_

DEGREES COMPLETED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Doctorate in the discipline taught				
Doctorate in other fields				
Master's in field of specialization				
Master's in other fields				
Bachelor's degree				
TOTAL		100%		100%



O. AAP Application Form for Level IV – Graduate Programs



**FEDERATION OF ACCREDITING  
AGENCIES OF THE PHILIPPINES**

**APPLICATION FOR LEVEL IV ACCREDITED STATUS  
(GRADUATE PROGRAM)**

Name of School : \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Tel. Nos. : \_\_\_\_\_  
 Email Address : \_\_\_\_\_ Fax No. : \_\_\_\_\_

APPLICANT PROGRAM(S): \_\_\_\_\_

*Accreditation History of the Applicant Program(s)*

TYPE OF VISIT	ACCREDITATION LEVELSTATUS	NO. OF YEARS	DURATION PERIOD
<i>Preliminary Survey</i>			
<i>Formal Survey</i>			
<i>Resurvey 1</i>			
<i>Resurvey 2</i>			
<i>Resurvey 3</i>			
<i>Resurvey 4</i>			
<i>Resurvey 5</i>			

Current Information: *Based on the attached accomplished Faculty Profile Forms –*

NUMBER OF FACULTY MEMBERS WITH Ph.D./Ed.D degrees \_\_\_\_\_

NUMBER OF FACULTY MEMBERS WITH MA/MS degrees \_\_\_\_\_

NUMBER OF FACULTY MEMBERS WITH AB/BS/other degrees \_\_\_\_\_

CURRENT TOTAL ENROLMENT IN THE PROGRAM(S): \_\_\_\_\_

**SUMMARY PROFILE BASED ON CRITERIA  
FOR LEVEL IV ACCREDITATION**

Name of School : \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Applicant Program(s) : \_\_\_\_\_  
 Date of Initial Accreditation Status Granted: \_\_\_\_\_  
 Latest Accreditation Status / No. of Years: \_\_\_\_\_ Validity Date: \_\_\_\_\_  
 Date of Last Visit: \_\_\_\_\_

To be accomplished by the Agency	
Board Action	
Recommendation	

CRITERIA	STATUS	COMPLIANCE	
		Complied With	Not CompliedWith
1. Research as seen in the number, scope and impact of scholarly publications in refereed national and international journals			
2. Teaching and Learning as proven in excellent performance of graduates and continuing assessment of student achievements			
3. Community service and the impact of contributions to economic and social upliftment on both regional and national levels			
4. Evidence of international linkages and consortia			
5. Well-developed planning process which supports quality assurance mechanisms			

**PRESENTATION OF THE EXECUTIVE SUMMARY  
FOR LEVEL IV ACCREDITED STATUS APPLICATION**

- A. Introduction
- B. Brief History of the Applicant Program(s)
- C. Presentation of Summary Reports including the supporting evidences per Criterion
  - Criterion 1. RESEARCH  
Brief presentation of the Summary Report including the accomplished "Research Profile Form" (see attached).
  - Criterion 2. LICENSURE EXAMINATION RESULTS  
Brief presentation of the Summary Report including the accomplished "Licensure Examinations Profile Form" (see attached). Attach a copy of the PRC Certification per examination result and present the data in the form of a line graph. For those programs with no licensure examination, provide a list of Distinguished Alumni of the applicant program(s) and their current positions. Tracer Study Report.
  - Criterion 3. COMMUNITY SERVICE / OUTREACH PROGRAMS  
Brief presentation of the Summary Report including the accomplished "Outreach Program Profile Form" (see attached).
  - Criterion 4. INTERNATIONAL LINKAGES AND CONSORTIA  
Brief presentation of the Summary Report including the accomplished "International Linkages and Consortia Profile Form" (see attached).
  - Criterion 5. PLANNING PROCESS  
Brief description of the Planning Process which supports the quality assurance mechanisms adopted by the school.

NOTE: *For Submission –*

- Seven (7) copies of the Consolidated Executive Summary Reports (covering all the criteria) should be printed in 8.5 X 11 typewriting paper and should be placed in separate folders (7 sets).  
*May we request the applicant school to put the Consolidated Executive Summary Reports in USB for submission to the Agency. This will help the Agency facilitate minor changes in the report should a need arise to revise them.*
- Due to the bulk of documents to support per criterion, we advise the Applicant Program/School to bind the documents per criterion (one set only)





PAASCU Level IV Application Form 3: Faculty Profile Summary Form

**FACULTY PROFILE SUMMARY**

As of \_\_\_\_\_ Semester, SY \_\_\_\_\_

NAME OF SCHOOL : \_\_\_\_\_  
 APPLICANT PROGRAM(S) : \_\_\_\_\_  
 PREPARED BY : \_\_\_\_\_

Source of Information: Faculty Profile Forms I-A and I-B

A. Academic Preparation

Classification	Faculty Teaching General Education Courses		Faculty Teaching Professional Courses	
	Number	Percentage	Number	Percentage
Number of Faculty with Ph.D. or Ed.D Degrees				
Number of Faculty with MA/MS degrees				
Number of Faculty with 30 or less graduate units				
Number of Faculty with AB/BS and other degrees				
TOTAL				

B. *Teaching Assignments*

<i>Classification</i>	<i>Faculty Teaching General Education Courses</i>		<i>Faculty Teaching Professional Courses</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Number of Faculty teaching in their Major Area of Specialization</i>				
<i>Number of Faculty teaching in their Minor Area of Specialization</i>				
<i>Number of Faculty teaching not in their Major or Minor Area of Specialization</i>				
<i>Number of Faculty teaching Special Subjects/Courses</i>				
<b>TOTAL</b>				

PAASCU Level IV Application Form 4: Faculty Teaching Profile Summary Form

**FACULTY TEACHING PROFILE SUMMARY**  
As of \_Semester, SY

NAME OF SCHOOL : \_\_\_\_\_  
 APPLICANT PROGRAM(S) : \_\_\_\_\_  
 PREPARED BY : \_\_\_\_\_

<i>Classification</i>	<i>Faculty Teaching General Education Courses</i>		<i>Faculty Teaching Professional Courses</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Number of Faculty teaching in their Major Area of Specialization</i>				
<i>Number of Faculty teaching in their Minor Area of Specialization</i>				
<i>Number of Faculty teaching not in their Major or Minor Area of Specialization</i>				
<i>Number of Faculty teaching Special Subjects/Courses</i>				
<b>TOTAL</b>				

*Note: All documents to support the items in this Form will serve as part of the exhibits.*











P. FAAP Application Form for Level IV – Tertiary Programs



**FEDERATION OF ACCREDITING  
AGENCIES OF THE PHILIPPINES**

**APPLICATION FOR LEVEL IV ACCREDITED STATUS  
(UNDERGRADUATE PROGRAM)**

Name of School : \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Tel. Nos. : \_\_\_\_\_ Fax No. : \_\_\_\_\_  
 Email Address : \_\_\_\_\_

**APPLICANT PROGRAM(S):** \_\_\_\_\_

**Accreditation History of the Applicant Program(s)**

TYPE OF VISIT	ACCREDITATION LEVEL STATUS	NO. OF YEARS	DURATION PERIOD
<i>Preliminary Survey</i>			
<i>Formal Survey</i>			
<i>Resurvey 1</i>			
<i>Resurvey 2</i>			
<i>Resurvey 3</i>			
<i>Resurvey 4</i>			
<i>Resurvey 5</i>			

**Current Information:** *Based on the attached accomplished Faculty Profile Forms –*

NUMBER OF FACULTY MEMBERS WITH Ph.D./Ed.D degrees \_\_\_\_\_

NUMBER OF FACULTY MEMBERS WITH MA/MS degrees \_\_\_\_\_

NUMBER OF FACULTY MEMBERS WITH AB/BS/other degrees \_\_\_\_\_

CURRENT TOTAL ENROLMENT IN THE PROGRAM(S): \_\_\_\_\_

**SUMMARY PROFILE BASED ON CRITERIA FOR  
LEVEL IV ACCREDITATION**

Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Applicant Program(s): \_\_\_\_\_  
 Date of Initial Accreditation Status Granted: \_\_\_\_\_  
 Latest Accreditation Status / No. of Years: \_\_\_\_\_ Validity Date: \_\_\_\_\_  
 Date of Last Visit: \_\_\_\_\_

To be accomplished by the Agency	
Board Action	
Recommendation	

CRITERIA	STATUS	COMPLIANCE	
		Complied With	Not Complied With
1. Research as seen in the number, scope and impact of scholarly publications in refereed national and international journals			
2. Teaching and Learning as proven in excellent performance of graduates and continuing assessment of student achievements			
3. Community service and the impact of contributions to economic and social upliftment on both regional and national levels			
4. Evidence of international linkages and consortia			
5. Well-developed planning process which supports quality assurance mechanisms			

**PRESENTATION OF THE EXECUTIVE SUMMARY FOR LEVEL IV  
ACCREDITED STATUS APPLICATION**

**A. Introduction**

**B. Brief History of the Applicant Program(s)**

**C. Presentation of Summary Reports including the supporting evidences per Criterion**

**Criterion 1. RESEARCH**

Brief presentation of the Summary Report including the accomplished "Research Profile Form" (see attached).

**Criterion 2. LICENSURE EXAMINATION RESULTS**

Brief presentation of the Summary Report including the accomplished "Licensure Examinations Profile Form" (see attached). Attach a copy of the PRC Certification per examination result and present the data in the form of a line graph. For those programs with no licensure examination, provide a list of Distinguished Alumni of the applicant program(s) and their current positions. Tracer Study Report.

**Criterion 3. COMMUNITY SERVICE / OUTREACH PROGRAMS**

Brief presentation of the Summary Report including the accomplished "Outreach Program Profile Form" (see attached).

**Criterion 4. INTERNATIONAL LINKAGES AND CONSORTIA**

Brief presentation of the Summary Report including the accomplished "International Linkages and Consortia Profile Form" (see attached).

**Criterion 5. PLANNING PROCESS**

Brief description of the Planning Process which supports the quality assurance mechanisms adopted by the school.

**NOTE: For Submission –**

- Seven (7) copies of the Consolidated Executive Summary Reports (covering all the criteria) should be printed in 8.5 X 11 typewriting paper and should be placed in separate folders (7 sets).

**May we request the applicant school to put the Consolidated Executive Summary Reports in USB for submission to the Agency. This will help the Agency facilitate minor changes in the report should a need arise to revise them.**

- Due to the bulk of documents to support per criterion, we advise the Applicant Program/School to bind the documents per criterion (one set only).





**PAASCU Level IV Application Form 3: Faculty Profile Summary Form**

**FACULTY PROFILE SUMMARY**

As of \_\_\_\_\_ Semester, SY \_\_\_\_\_

NAME OF SCHOOL : \_\_\_\_\_

APPLICANT PROGRAM(S) : \_\_\_\_\_

PREPARED BY : \_\_\_\_\_

**Source of Information: Faculty Profile Forms I-A and I-B**

**A. Academic Preparation**

<i>Classification</i>	<i>Faculty Teaching General Education Courses</i>		<i>Faculty Teaching Professional Courses</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Number of Faculty with Ph.D. or Ed.D degrees</i>				
<i>Number of Faculty with MA/MS degrees</i>				
<i>Number of Faculty with 30 or less graduate units</i>				
<i>Number of Faculty with AB/BS and other degrees</i>				
<b>TOTAL</b>				

**B. Teaching Assignments**

<i>Classification</i>	<i>Faculty Teaching General Education Courses</i>		<i>Faculty Teaching Professional Courses</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Number of Faculty teaching in their Major Area of Specialization</i>				
<i>Number of Faculty teaching in their Minor Area of Specialization</i>				
<i>Number of Faculty teaching not in their Major or Minor Area of Specialization</i>				
<i>Number of Faculty teaching Special Subjects/Courses</i>				
<b>TOTAL</b>				

**PAASCU Level IV Application Form 4: Faculty Teaching Profile Summary Form**

**FACULTY TEACHING PROFILE SUMMARY**

As of \_\_\_\_\_ Semester, SY \_\_\_\_\_

NAME OF SCHOOL : \_\_\_\_\_

APPLICANT PROGRAM(S) : \_\_\_\_\_

PREPARED BY : \_\_\_\_\_

<i>Classification</i>	<i>Faculty Teaching General Education Courses</i>		<i>Faculty Teaching Professional Courses</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Number of Faculty teaching in their Major Area of Specialization</i>				
<i>Number of Faculty teaching in their Minor Area of Specialization</i>				
<i>Number of Faculty teaching not in their Major or Minor Area of Specialization</i>				
<i>Number of Faculty teaching Special Subjects/Courses</i>				
<b>TOTAL</b>				

**Note: All documents to support the items in this Form will serve as part of the exhibits.**











## Q. FAAP Application Form for Institutional Accreditation



# FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES

## INSTITUTIONAL ACCREDITATION REPORT FORMAT

### PRESENTATION OF THE EXECUTIVE SUMMARY

#### INTRODUCTION

##### Brief History of the School

To insert the Overall Summary Profile of Programs/Accreditation Status/Enrolment

*Presentation of Summary Report per Criteria:*

- **Criteria 1** – Brief Presentation of the Accreditation History of the Programs (Arts, Business and Education) or Monolithic Program/s
- **Criteria 2** – Brief Presentation of the Report – to include accomplished form – Institutional Accreditation Form – Criteria 2 (a) and (b) – “List of Program Offerings and Status of Accredited Programs”
- **Criteria 3** – Brief Presentation of Report – to include accomplished form – Institutional Accreditation Form – Criteria 3 (a) and (b) – “List of Program Offerings and Enrolment Profile”
- **Criteria 4** – Brief Presentation of Report – Institutional Accreditation Form – Criteria 4 – “Licensure Examination Profile” – required to attach Official PRC Certificate per examination result and to present the data in the form of a line graph.
- **Criteria 5** – Brief Description of the Planning Process which support quality assurance mechanism adopted by the School

**IMPORTANT NOTE:**

*All other documents submitted by the applicant school to support each criteria be on file in your Agency should FAAP needs to consult them.*

<b>APPLICATION FOR INSTITUTIONAL ACCREDITATION</b>
--

Name of Institution : \_\_\_\_\_  
 Address : \_\_\_\_\_

**SUMMARY PROFILE BASED ON CRITERIA FOR  
 INSTITUTIONAL ACCREDITATION**

CRITERIA	STATUS	COMPLIANCE	
		Complied With	Not Complied With
The Arts and Sciences, Business and Education Programs should have been granted at least Level III status.			
75 % of the program offerings should be accredited, at least with Level I status.			
Majority of the total population should be enrolled in the accredited program.			
The performance of its graduates in the licensure examination should be at par with or above the national passing rate for at least three consecutive Examinations.			
The Higher Education Institution should have a well-developed internal quality assurance mechanism.			



*Non-Accredited Programs (with accreditation instruments but not accredited)*

PROGRAMS	RECOGNITION NUMBER	ENROLMENT

*New Programs (under permit/ no graduates yet)*

PROGRAMS	PERMIT NUMBER	ENROLMENT

*Programs with no Accreditation Instrument yet*

PROGRAMS	RECOGNITION NUMBER	ENROLMENT

**SUMMARY PROFILE**

AREAS	TOTAL	PERCENTAGE
Total Number of Programs with Recognition		
Total Number of Programs under Permit/with no graduates yet		
Total Number of Accredited Programs		
<ul style="list-style-type: none"> <li>• Total Number of Programs with Level IV Status</li> <li>• Total Number of Programs with Level III Status</li> <li>• Total Number of Programs with Level II Status</li> <li>• Total Number of Programs with Level I Status</li> </ul>		
Total Number of Programs under Candidate Status		
Total Number of Non-Accredited Programs (with available instruments)		
Total Number of Non- Accredited Programs (with no available instruments)		

**Enrolment Profile**

Total Number of Students Enrolled in the Institution		
Total Number of Students Enrolled in Accredited Programs		
Total Number of Students Enrolled in Non-Accredited Programs		



*Institutional Accreditation Form Criteria 2 (b) –*

**SUMMARY PROFILE**  
**LIST OF PROGRAM OFFERINGS and STATUS OF ACCREDITED PROGRAMS**

AREA	TOTAL	PERCENTAGE
Total Number of Accredited Programs		
<i>*Total Number of Programs with Level IV Status</i>		
<i>*Total Number of Programs with Level III Status</i>		
<i>*Total Number of Programs with Level II Status</i>		
<i>*Total Number of Programs with Level I Status</i>		
Total Number of Programs under Candidate Status		
Total Number of Non-accredited Programs (with available instruments)		
Total Number of Non-Accredited Programs (with no available instruments)		
Total Number of Programs under Permit/ no graduates yet		



*Institutional Accreditation Form Criteria 3 (b)*

<b>SUMMARY OF ENROLMENT PROFILE</b>
-------------------------------------

PROGRAMS	ENROLMENT	PERCENTAGE
Total Enrolment in Accredited Programs		
Total Enrolment in Non-Accredited Programs		
<ul style="list-style-type: none"><li>• <i>Programs with Available Accreditation Instruments</i></li></ul>		
<ul style="list-style-type: none"><li>• <i>Programs with No Accreditation Instruments</i></li></ul>		
<ul style="list-style-type: none"><li>• <i>Programs under Permit/ No graduates yet</i></li></ul>		



## R. Accreditation Requirements to Supplement Survey Instruments



Philippine Accrediting Association of Schools,  
Colleges and Universities

### ACCREDITATION REQUIREMENTS TO SUPPLEMENT SURVEY INSTRUMENTS

Note: These requirements will be required as a supplement to those in the survey instruments. Most of these are evidence that reflects the school's initiatives to continue its operations during this time of the Pandemic. A narrative presentation or explanation of these requirements is to be presented in the Comments section under each Area of the Self-Survey Report with the evidence appended to the Report itself. There are some requirements, e.g., the interview with community leaders, that will be conducted during the time of the visits.

#### 1. Community Involvement

- Nature of engagement with the community and special programs for the adopted community during the pandemic, if any
- Video of the community being served
- Opportunity to interview online community leaders during the visit

#### 2. Faculty

- New work engagement with school (for full-time and part-time faculty), if any
- New ways of assessing teaching performance
- Faculty development programs that equip the faculty members on the modalities adopted by the school
- Faculty qualification, specifically, access and competence to current technologies relevant to the adopted modality for both teaching and research

#### 3. Curriculum and Instruction

- Modified curriculum map, if changes were made
- Course content for each subject (courseware)

- Description of the learning modalities adopted by the school
- Change in delivery of programs including any teaching platform used (LMS)
- Change in the conduct of the assessment of learning outcomes
- New ways in conducting supervision of instruction, the conduct of co-curricular programs, if any, and academic advising
- Description of the conduct of practicum and laboratory classes

#### 4. Library and Laboratories

- Collections, especially the digital and online collections/facilities and equipment
- Description of how the school community, especially students and faculty members, access library materials online
- Data on use, particularly access to digital and online collections/facilities and equipment
- Any other online support provided by library and laboratory staff

#### 5. Facilities

- Provision for access to the physical facilities, if allowed
- Safety protocols in the use of such facilities
- Maintenance program
- Video or a virtual tour of key building, spaces, facilities, and equipment

#### 6. Student Services

- Description of how the various student services programs are provided to home-based students
- New student services programs that are relevant to the needs of students during the time of the pandemic, if any

#### 7. Administration

- Learning-continuity plan (description of the impact of the disruption and strategies to mitigate risk and continue operations)
- Description of IT infrastructure to support school activities particularly those related to teaching-learning



## Philippine Accrediting Association of Schools, Colleges and Universities

### Accreditation Requirements for Higher Education Programs using Modular Distance Learning (Supplement to Tertiary and Graduate Programs Survey Instruments)

The items below will be required to supplement those in the current survey instruments to assess the various areas of a school's operations. Specific provisions for best practices in modular learning are explicitly identified under the area of Curriculum and Instruction. These provisions are evidence of the school's initiative to continue providing quality education during this time of the pandemic. A narrative is presented in each Area of the Self-Survey Report in the Comments section with the evidence appended to the Report itself.

1. Community Involvement
  - Nature of engagement with the community and special programs for the adopted community during the pandemic, if any
  - Video of the community being served
  - Opportunity to interview online community leaders during the visit
2. Faculty
  - New work engagement with school (for full-time and part-time faculty), if any
  - New ways of assessing teaching performance
  - Faculty development programs that equip the faculty members on the modalities adopted by the school
  - Faculty qualification, specifically, access and competence to current technologies relevant to the adopted modality for both teaching and research
3. Curriculum and Instruction
  - Modified curriculum map, if changes were made (Structural)
    - i. Modules are systematically arranged and interrelated.
    - ii. Modules lead to the acquisition and demonstration of desired skills and outcomes.
    - iii. Modules show the alignment of program standards, learning outcomes, activities, resources, and assessments.
  - Course content for each subject (courseware)
  - Description of the learning modalities adopted by the school
  - Change in delivery of programs including any teaching platform used (LMS)/Teaching-Learning Process (Pedagogical)
    - i. Modules are prepared according to a framework of self-instruction

- ii. Modules give students an overview of the content, the flow of the learning activities, and expected outcomes and outputs.
  - iii. Modules provide students with explicit and sufficient explanations, examples, detailed illustrations, step-by-step procedures, and demonstrations to clarify complex concepts or performance of desired outcomes.
  - iv. Students can develop self-learning skills and monitor their progress.
  - v. Students document their learning (e.g., portfolio) and explain their process of achieving stated learning outcomes.
  - vi. Students' learning experiences involve the active use of platform systems/tools to construct knowledge.
  - vii. Students' performance in mastery checks determines students' progress in the module.
  - viii. Modules can show students the continuity of their learning in various forms of engagement.
- Teaching-Learning Environment (Managerial, Technical)
    - i. Students have full access to varied learning resources and the capacity to use, store or retrieve them.
    - ii. Learning resources are easy to locate and given in varied formats or modules.
    - iii. Students and instructors interact in different ways and venues (e.g., synchronous or asynchronous) made possible by the available communication system, and tools in the various media or platforms teachers and students use.
    - iv. Instructors actively gather data on student engagement and performance from available learning analytics or coach students in their performance.
    - v. Instructors employ platform tools and features to engage students and facilitates their achievement of stated outcomes.
  - Change in the conduct of the assessment of learning outcomes (Pedagogical)
    - i. Modules provide students with varied opportunities to check on demand their readiness for a new module, understand module content, or assess their performance or proficiency with stated learning outcomes.
    - ii. Students receive in varied ways timely feedback regarding their work and guidance for their self-improvement.
    - iii. Students are pre-assessed regarding their readiness for self-learning. Follow-up activities are done to enable students to reach a functional level of learning.
  - New ways in conducting supervision of instruction (Structural, Pedagogical, Managerial, Stylistic, Technical)
    - i. Modules follow a style sheet in terms of language, tone, format, and length or duration.

- ii. Appropriate orientation on the modular system and technical support is available to faculty and students.
  - iii. Students' workload in the modules is appropriate and adequate time is given to accomplish learning tasks and requirements.
  - iv. Instructors help students see the connections of different modules.
  - v. Instructor's interaction with students is observed and assessed in the different modes of engagement (e.g., synchronous and asynchronous sessions).
  - vi. Academic integrity policies are published and incorporated in the various modules.
- Conduct of co-curricular programs (Pedagogical, Managerial)
    - i. Students enhance their learning by interacting, consulting, or collaborating with experts or practitioners, virtual learning, and professional communities that are based in school or part of national/international associations.
    - ii. School departments, organizations, and support services provide virtual activities where students can socialize and interact.
    - iii. Students can participate in the activities of their discipline's professional association.
  - Academic Advising (Managerial)
    - i. Instructors state in the module their response time to students' questions.
    - ii. Instructors provide contact information to students in varied forms.
    - iii. Academic advising is available at a time that fits the students' schedule.
    - iv. Students' feedback and satisfaction with the course modules and academic advising system are obtained and used to ensure student retention and completion of the program.
  - Description of the conduct of practicum and laboratory classes
4. Library and Laboratories
- Collections, especially the digital and online collections/facilities and equipment
  - Description of how the school community, especially students and faculty members, access library materials online
  - Data on use, particularly access to digital and online collections/facilities and equipment
  - Any other online support provided by library and laboratory staff
5. Facilities
- Provision for access to the physical facilities, if allowed
  - Safety protocols in the use of such facilities
  - Maintenance program
  - Video or a virtual tour of crucial building, spaces, facilities, and equipment

6. Student Services

- Description of how the various student services programs are provided to home-based students
- New student services programs that are relevant to the needs of students during the time of the pandemic, if any

7. Administration

- Learning-continuity plan (description of the impact of the disruption and strategies to mitigate risk and continue operations)
- Description of IT infrastructure to support school activities, particularly those related to teaching-learning

## S. List of Evidence per Program



Philippine Accrediting Association of Schools,  
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### LIST OF EVIDENCE PER PROGRAM

Note: The list below is only a SUGGESTED list. The school may even submit additional materials that will support the Self-Survey Report and the Follow-up Actions on the recommendations given during the last survey visit (preliminary, formal or resurvey visit). All of these should be in soft files and submitted on Google Drive.

#### ELEMENTARY PROGRAM SURVEY VISIT

##### ***Faculty and Academic Non-Teaching Personnel***

- Faculty profile (to include, academic qualifications, teaching loads, and other pertinent data)
- Faculty Induction/Orientation Program (especially for new faculty)
- List of in-service training seminars/workshops and other professional activities
- Faculty Manual
- Faculty Development Program
- Samples of minutes of faculty meetings
- Faculty performance evaluation reports

##### ***Administration and School Staff***

- Names, academic qualifications, occupation, and tenure of Board members
- Names and academic qualifications of administrative officers
- Budget proposal and performance reports
- Salary scale, including a plan of increment or merit increase; fringe benefits; other incentives, if any, and retirement plan
- Audited financial statements for the last three years
- Development plan (3-5 years)

- Minutes of Board meetings, Academic Council meetings, Principal's meeting, etc.
- Supervisory program
- Organizational chart
- Administrative manual
- Supervisory Program
- Reports on the evaluation of administrators
- Sample copies of communications sent to parents
- List of Outreach Program and Community Involvement activities
- List of Public Relations program and activities
- List of Parents' Association programs and activities
- Bulletin of information

### ***Curricular Programs and Instruction***

- Schedule of classes
- Sample of syllabi/courses of study/scope and sequence
- Sample lesson plans
- List of special programs for the gifted, if any
- List of programs of remedial instruction, if any
- Sample test questions and test papers
- List of textbooks used
- Samples of students' work
- List of laboratory equipment
- Sample Report Cards
- Student Handbook
- List of student organizations/clubs with their aims and objectives
- Names of moderators, qualifications, and co-curricular activities they supervise
- List of co-curricular programs or activities in the past two years

### ***Instructional Media Center (Library and Audiovisual Center)***

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials
- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program

- Library manual
- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

### ***Student Services***

- Profile of Guidance counselors (including licenses)
- Sample of accomplished Guidance forms
- List of research work
- Homeroom/Guidance Program
- List of activities under Student Services
- Health clearance certificates of canteen personnel
- Guidelines for transportation service providers
- Results of the evaluation of the different student services
- Parents Orientation Program
- List of student organizations (including the names of moderators)

### ***Facilities***

- Physical Plant Development Plan
- Floor Plans
- School layout
- Disaster Risk Reduction measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Preventive Maintenance Program
- Water potability tests results
- Waste Management Program

## JUNIOR HIGH SCHOOL PROGRAM AND BASIC EDUCATION PROGRAM SURVEY VISIT

### ***Faculty***

- Faculty profile (to include, academic qualifications, teaching loads, and other pertinent data)
- Faculty Induction/Orientation Program (especially for new faculty)
- List of in-service training seminars/workshops and other professional activities
- Salary scale, including a plan of increment or merit increase; fringe benefits; other incentives, if any, and retirement plan
- Faculty manual
- Faculty Development Program
- In-service training programs (workshops, conferences, professional activities for the last two years)
- Samples of Minutes of faculty meetings
- Faculty performance evaluation reports

### ***Curriculum and Instruction***

- Schedule of classes
- Sample of syllabi/courses of study/scope and sequence
- Sample lesson plans
- Sample report cards
- Sample test questions/test papers
- Samples of themes/handouts/experiments and projects
- List of textbooks used and other learning devices/applications used
- Reports on student evaluation of teachers
- Sample of minutes of subject area meetings
- Remedial and enrichment programs

### ***Library and Audio-visual Center***

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials
- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program
- Library manual

- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

### ***Laboratories***

- List of equipment and apparatus
- Sample of purchase and requisition slips (samples)
- List and sample of experiments, projects, and other laboratory activities
- Laboratory budget
- Orientation programs to faculty and students
- Laboratory manual
- Utilization and losses statistics

### ***Physical Plant***

- Physical Plant Development Plan
- Floor Plans of buildings, including the location of emergency exits and fire escapes
- Location plans of campus
- Disaster Risk Reduction Measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Waste Management Program

### ***Student Services***

- Profile of Guidance counselors (including licenses)
- List of student organizations/clubs with their aims, objectives, constitutions, and activities
- Names of moderators, qualifications, and co-curricular activities they supervise
- Copies of co-curricular programs or activities for the last two years
- Health Clearance Certificates of canteen personnel
- Guidelines for Transportation Service providers
- Evaluation reports of Student Services programs

### ***Administration***

- Audited financial statements
- Budget proposal and performance reports

- Salary scale of faculty including a plan of increment or merit increase
- Salary scale of non-academic personnel
- Fringe benefits and retirement plan
- Sample of minutes of meetings of:
  - Board of Trustees
  - Academic Council/s
  - Principal's meetings
- Institutional Development Plans
- Administrative manual
- Supervisory Program
- Reports on the evaluation of administrators
- List of consultative bodies and their functions
- Sample copies of communications sent to parents

***School and Community***

- List of Community Relations Programs
- List of Parents' association activities
- List of Outreach programs
- Community outreach development plan
- Reports on the evaluation of outreach programs

## SENIOR HIGH SCHOOL PROGRAM SURVEY VISIT

### ***Faculty***

- Faculty profile to include, academic qualifications, teaching loads (mark the subjects they teach as Core, Applied, or Specialized), and other pertinent data
- Compilation of Appendix E: Questionnaire for Individual Faculty Members
- Faculty manual
- Faculty Development Program
- In-service training programs (seminars, workshops, conferences, professional activities for the last two years)
- Sample of Minutes of Faculty meetings
- Faculty performance evaluation reports

### ***Curriculum and Instruction***

- Teaching-Learning framework adopted by the school
- Weekly schedule of classes for the current semester
- Curriculum for the different Tracks and Strands
- Sample of curriculum guides or lesson plans
- Sample of syllabi/courses of study/scope and sequence
- Sample of learning activity sheets and handouts
- Sample assessment and evaluation instruments and performance tasks
- Sample experiment reports, projects, and other student outputs
- Co-curricular programs or activities
- Enrichment Program
- Remedial Program
- Work Immersion Program
- List of textbooks used
- Reports on the evaluation of teachers by students
- Sample report cards and certificates of recognition
- Sample of Minutes of the Subject Area meetings

### ***Library and Audio-visual Resources***

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials

- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program
- Library manual
- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

### ***Laboratories***

- Weekly schedule for the use of the different laboratories
- List of equipment and supplies per laboratory
- Sample purchase and requisition slips for the different laboratories
- List of experiments, projects, or activities for the different laboratories and samples of these
- Development plan for the different laboratories
- Budget for the different laboratories
- Laboratory orientation to faculty and students

### ***Facilities***

- Physical Plant Development Plan
- Campus Location Map
- Floor Plans of buildings, including the location of emergency exits
- Disaster Risk Reduction Measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Preventive Maintenance Program
- Waste Management Program

### ***Student Services***

- Guidance and Counseling Program and activities
- Homeroom-Guidance Program
- Career Guidance Program and activities
- Sample researches reflecting the utilization of guidance data
- Results of studies on the placement of graduates after Senior High School
- Student Activity Program
- List of student organizations or clubs with their purposes, objectives, and activities
- List of moderators and their qualifications for the different organizations or

- clubs they supervise
- Health Clearance Certificates of canteen personnel
- Guidelines for Transportation Service providers
- Results of the evaluation of the different student services

### ***Leadership and Governance***

- Development plan for the Senior High School
- Internal Quality Assurance provisions in the Senior High School
- Quality Assurance data and reports
- Organizational chart of the Senior High School and the larger institution the Senior HS belongs to
- Administrative manual
- Staff manual or manual for Non-Teaching Personnel
- Audited financial statements
- Budget projection and performance reports
- Salary scale for academic and non-academic personnel including provisions for general and merit increases
- Benefits package and retirement plan for personnel
- Consultative bodies or committees and their functions
- Supervisory Program
- Minutes of Meetings of the following: Board of Trustees, Administrative Team, Principal's meetings, Academic Council
- Sample copies of communications sent to parents

### ***School and Community***

- School and Community Awareness and Involvement Program (also referred to as Outreach Program, Reach-out Program, Social Action Program, or Extension service Program)
- Researches related to the School and Community Awareness and Involvement Program
- Information on the socio-economic conditions and needs of the wider community the school belongs to
- List of programs and activities of the Parents' Association
- List of programs and activities of the Alumni Association
- Community outreach plan
- Reports on the evaluation of outreach programs

## TERTIARY PROGRAM SURVEY VISIT

### ***Vision-Mission-Goals***

- Orientation Program for students, teaching and non-teaching staff

### ***College/University Community Involvement***

- List of Outreach Programs and Activities
- Community outreach development plan
- Evaluation report of outreach programs
- Community extension budget
- Profile of adopted communities/community partners
- Community Needs Survey
- Pictures/Videos of community involvement activities
- Summary of community involvement researches, surveys, etc.

### ***Faculty***

- Faculty Profile (to include teaching loads, status (full-time or part-time), academic qualifications, area of specialization, license, certifications, awards, where applicable, membership in professional associations, and other pertinent information)
- Names of faculty members pursuing graduate or postgraduate degrees and number of units earned
- Faculty Development Program
- Faculty Orientation Program
- Salary scale/salary policy
- Faculty performance evaluation report
- List of in-service and off-campus training and capability-building seminars/workshops, conferences, etc.
- List of faculty completed researches, on-going researches, paper, and poster presentations, published works
- Research Agenda (Institutional and Program)
- Faculty journals, if any
- Samples of Minutes of faculty meetings

### ***Curriculum and Instruction***

- Schedule of classes for the current term per program under survey
- Sample of syllabi
- Sample test and comprehensive examinations
- Sample of student research outputs
- List of thesis advisers and number of advisees per adviser
- Performance in the licensure examinations (the last 5 years or from the last accreditation visit)
- Internship Program
- Summary of enrolment by class and course for the current school year
- Statistical Data on Dropouts and Scholarships
- List of co-curricular activities
- Bulletin of Information
- Sample of minutes of curricular review

### ***Library***

- Profile of librarians
- Library Acquisition and Collection Development Plan Program
- Development Program for Librarians
- Schedule of library fees
- Library budget and performance reports
- Library orientation program
- List of print, non-print, and on-line resources
- Library manual
- Utilization reports
- Evaluation report on library services

### ***Laboratories***

- Laboratory Development Plan
- Laboratory manual
- List of experiments and projects
- List of equipment, number of computers per laboratory, licensed software
- Computer-student ratio
- Schedule of laboratory fees

- Laboratory budget performance reports
- Laboratory orientation program
- Training Program for laboratory personnel
- Video of laboratories
- Maintenance report

### ***Facilities***

- Campus Development Plan
- Floor plans of buildings including the location of emergency exits and fire escapes
- Documents showing compliance with building code requirements
- Campus/Building inspection reports
- Crisis Management and Emergency Response Plans
- Waste Disposal Management Plan

### ***Student Services***

- Enrollment data (the last 5 years or from the last accreditation visit)
- Student Services programs and activities
- Profile of guidance counselors (including licenses)
- Staff development program
- List of guidance testing materials
- Schedule of Student Services fees
- Budget and performance reports
- Profile of Health-Care Personnel
- Tracer and Employer Satisfaction Surveys, Exit Interviews
- Placement program for students
- List of student organizations (including purpose, activities, and moderators)
- Health Clearance Certificates of canteen personnel
- MOA with accredited dormitories, if any
- Sample of minutes of meeting
- Evaluation report of Student Services programs

## ***Administration***

- Organizational chart (institutional and program levels)
- Institutional and program development plans
- Audited financial statements for the last three years
- Schedule of tuition and fees
- Enrollment data (the last 5 years or from the last accreditation visit)
- Budget and performance reports
- Plantilla and salary scales of staff
- Profile of Board of Trustees and administrative officials
- Academic profile of Deans, Chairpersons, and/or Program Coordinators
- Management and Leadership Development Program
- Succession Planning Program
- Sample minutes of meetings of the following:
  - Board of Trustees
  - Administrative Team
  - Deans, Chairpersons, and Coordinators
- Sample copies of communications sent to students
- Evaluation performance reports on administrators
- Various manuals (Administrative, Faculty, Non-teaching Personnel, etc.)
- Samples of MOAs/MOUs with academic partners
- Quality Assurance reports
- Data Privacy Policy

GRADUATE PROGRAM SURVEY VISIT  
(Using the Old Instrument)

***ASSUMPTION: Since all activities will be done in plenary, all Team members will be provided digital copies of these documents.***

***Goals and Objectives***

- Various institutional and program manuals and the like such as Administrative, Faculty, Personnel/Staff, Student Handbook, Bulletin of Information, Program Brochures, etc. (***Since these are already being required here, the need for any of these documents will no longer be stated in the other areas***)

***Faculty***

- Faculty Profile (***the program will be required to accomplish the Faculty Profile Template prepared by the Graduate Education Commission***)
- Ranking and promotion system and promotion form
- Salary scale pertinent to graduate faculty
- Faculty Orientation Program
- Faculty Development Program
- Faculty performance evaluation tool/s and samples of accomplished evaluation forms
- List of visiting and/or exchange professors, if any
- List of in-service and off-campus, local and international trainings, workshops, conferences, etc. attended by faculty
- Description of the monitoring of online classes
- Sample of minutes of faculty meetings

***Curriculum and Instruction***

- Curriculum/Curricula of programs under survey
- Sample syllabi
- Sample examination questions (mid-term, finals, comprehensives)
- Sample of theses, dissertations, capstone projects
- Academic advising and referral system
- Schedule of classes for the current term per program under survey
- Class size
- List of thesis advisers and number of advisees per adviser
- Performance in the licensure examinations, where applicable
- Internship Program

- List of co-curricular activities
- Sample of minutes of curricular review and evaluation

### ***Research***

- Research Agenda (institutional and program)
- Research Manual
- Faculty Research Journal/s
- Graduate Research Journal (for student researches, if any)
- List of faculty and student researches and publications
- Research budget and performance reports
- Description of how research is disseminated and utilized
- Research rewards and incentives
- Research contracts with government and private agencies and institutions, if any
- Ethics Review Board composition and functions, if any

### ***Students***

- Tuition fee schedule
- Admission and retention policies
- Enrolment figures per program and year level
- Statistical data on dropouts, graduation/completion rates, scholarships and grants
- Support and auxiliary services student satisfaction survey results (i.e. guidance, medical and dental, campus ministry, health and wellness, library services, etc.)
- Health Clearance Certificates of canteen personnel
- Safety and sanitation inspection reports/documents of the canteen/cafeteria, if any
- MOAs with accredited dormitories, if any
- Sample minutes of meetings of student services offices
- List of graduate student organizations
- Tracer and employer satisfaction surveys and exit interviews
- List of student activities and collaborations

### ***Library***

- Library acquisition and collection development plan
- Profile of library staff (to include Director/Head)

- Library staff development program
- Library fees
- Library budget and performance reports
- Instructional/Orientation program for users
- List of print, non-print, electronic resources
- Utilization report

### ***Administration***

- Organizational chart (institution and Graduate School program)
- Profile of Board of Trustees and key institutional and program administrators (to include academic qualifications, years of service, professional experience, awards and certifications received, and other pertinent information)
- Latest institutional and program Strategic Plans and program operational plan
- Contingency Plan or Emergency and Business Continuity Plan, if any
- Audited financial statements for the last three years
- Graduate School budget
- Data Privacy Policy
- MOA/MOUs with local and/or international academic, professional, research, private and/or government institutions/organizations
- List of chairs, grants, and donations from foundations
- Minutes of consultation meetings with stakeholders

### ***Other Resources***

- Description of outreach activities/service-learning program, if any
- Classroom utilization statistics
- List of classrooms and/or special rooms dedicated for graduate school activities
- Facilities and laboratory maintenance, sanitation and/or inspection schedule and report
- Documentation of the following (videos and/or photos):
  - Faculty room
  - Consultation rooms including those used for counseling
  - Student lounges and student organization rooms
  - Classrooms and laboratories used by the graduate school
  - Co-curricular, extra-curricular and community service activities

**NOTES:**

1. Most of the suggested evidence/documents in this list are also found in the Graduate Education Program accreditation instrument under the section on "Suggested Evidence".
2. The institution or program is free to provide the accreditors documents that serve as evidence outside of the above lists.
3. Documents to be presented, where applicable, should be from the last 3- or 5-year accreditation visit.

## T. Timeline in the Preparation of the Virtual Program Accreditation Visit



Philippine Accrediting Association of Schools,  
Colleges and Universities

### TIMELINE IN THE PREPARATION FOR THE VIRTUAL PROGRAM ACCREDITATION VISIT

TIME	ACTIVITY	UNIT RESPONSIBLE
3 months before the survey visit	1. Form Survey Team and email the tentative line-up to the school	PAASCU Secretariat
	2. Discuss Data Sharing Agreement with the School (Appendix L)	PAASCU Secretariat
2.5 months before the survey visit	Email the Secretariat the confirmation on the Survey Team line-up	School to be visited
2 months before the survey visit	1. Email the final Survey Team line-up to the school with the changes, if any	1. PAASCU Secretariat
	2. Email all Survey Team members the following: <ul style="list-style-type: none"> <li>a. Non-Disclosure and Confidentiality Agreement (Appendix M)</li> <li>b. Code of Conduct and Policy on Conflict of Interest (Appendix N)</li> <li>c. Interview Photo and Video Consent Form (Appendix O)</li> </ul>	2. PAASCU Secretariat
	3. Submit the following: <ul style="list-style-type: none"> <li>a. Self-Survey Report and supporting materials using the digital storage facility of the school</li> </ul>	3. School to be visited

	<ul style="list-style-type: none"> <li>b. access information to the digital file</li> <li>c. access information to the LMS of courses on programs to be visited (b and c will be emailed to the PAASCU Secretariat)</li> </ul> <p>4. Email Survey Team of the submission and access information</p>	<p>4. PAASCU Secretariat</p>
<p>The 1<sup>st</sup>-2<sup>nd</sup> week after submission of the Self-Survey Report</p>	<ul style="list-style-type: none"> <li>1. Review the Self-Survey Report and supporting materials and email any additional request to the Survey Team Chair who will consolidate the same</li> <li>2. Email the consolidated request to PAASCU Secretariat</li> <li>3. Email the consolidated request to the school</li> <li>4. Email the Secretariat the following: <ul style="list-style-type: none"> <li>a. Completed Non-Disclosure and Confidentiality Agreement Form</li> <li>b. Completed Code of Conduct and Policy on Conflict of Interest Form</li> <li>c. Completed Interview Photo and Video Consent Form</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Survey Team and the PAASCU Secretariat</li> <li>2. Survey Team Chair</li> <li>3. PAASCU Secretariat</li> <li>4. Survey Team</li> </ul>
<p>The 3<sup>rd</sup>-4<sup>th</sup> week after submission of the Self-Survey report</p>	<ul style="list-style-type: none"> <li>1. Submit requested materials through the digital file storage facility and email PAASCU of this</li> </ul>	<ul style="list-style-type: none"> <li>1. School to be visited</li> </ul>

	<p>submission including the access information</p> <p>2. Email Survey Team about the submission and access information</p>	<p>2. PAASCU Secretariat</p>
<p>1 month before the survey visit</p>	<p>1. Email the PAASCU Secretariat the 2-day Visit Schedule (with the list of interviewees)</p> <p>2. Email the school the following:</p> <ul style="list-style-type: none"> <li>a. Finalized schedule of the 2-day visit</li> <li>b. Template of interviewees</li> <li>c. Interviewee Photo and Video Consent Form</li> </ul>	<p>1. Survey Team Chair</p> <p>2. PAASCU Secretariat</p>
<p>2 weeks before the survey visit</p>	<p>1. Email the Secretariat the following:</p> <ul style="list-style-type: none"> <li>a. Completed template of interviewees</li> <li>b. Plan of the live walk-through tour, if any</li> <li>c. Access information to all classes</li> <li>d. Completed Photo and Video Consent Forms</li> </ul> <p>2. Email above items (except d) to the Survey Team</p>	<p>1. School to be visited</p> <p>2. PAASCU Secretariat</p>
<p>1 week before the survey visit</p>	<p>Final Readiness and Preparation Test</p>	<p>Accreditation Team, PAASCU Secretariat, School to be Visited (Head of Self-Survey Team and Technical Staff)</p>

## U. HED Schedule of the 2-Day Virtual Program Accreditation Visit



**Philippine Accrediting Association of Schools,  
Colleges and Universities**

### HED SCHEDULE OF THE 2-DAY VIRTUAL PROGRAM ACCREDITATION VISIT

DAY 1 – ACCREDITATION VISIT			
	TIME	ACTIVITY	PERSONS INVOLVED
	8:30-9:00 (30 minutes)	Orientation	Survey Team
1	9:00-9:45 (45 minutes)	Meeting with School Leadership: President/School Head/Principal VP for Academics VP for Administration Finance Officer HR Officer <i>(Areas for Consideration: Administration, Faculty, Curriculum and Instruction, etc.)</i> <i>Note: In the traditional visit, the meeting with Top Administrators is done at the end of the visit.</i>	
	9:45-9:55 (10 minutes)	Team's private discussion	
2	9:55-10:40 (45 minutes)	Meeting with Program Division Leadership: Academic Deans Program Chairpersons Academic Coordinators Subject Area Coordinators Research Officer <i>(Areas for Consideration: Faculty, Curriculum and Instruction, etc.)</i>	

	10:40-11:00 (20 minutes)	Team's private discussion <b>BREAK</b>	
	11:00-11:30 (30 minutes)	<b>Observation of Synchronous Classes</b>	
3	11:30-12:15 (45 minutes)	Meeting with Learning Support: Head Libraries/Learning Resources Head Laboratories <i>(Areas for Consideration: Library and Laboratories)</i>	
	12:15-12:30 p.m. (15 minutes)	Team's private discussion	
	12:30-13:30 (1 hour)	<b>LUNCH</b>	
4	13:30-14:15 (45 minutes)	Meeting with Heads of Student Services: Head Guidance Office Head Health Services Head Food Services Head Alumni Services <i>(Area for Consideration: Student Services)</i>	
	14:15-14:30 (15 minutes)	Team's private discussion	
5	14:30-15:30 (1 hour)	Meeting with Physical Facilities Administrator <b>Virtual audit (live-streaming) of key facilities in campus, the following will be visited:</b> <b>Laboratories</b> <b>Classroom</b> <b>Etc.</b> <i>(Area for Consideration: Physical Facilities)</i>	
	15:30-17:00 (1.5 hours)	Team's private discussion Break Progress Report Meeting	
<b>DAY 2 - ACCREDITATION VISIT</b>			
6	8:30-9:15 am (45 minutes)	Meeting with Head Community	

		Engagement/Services and Representatives from Community <i>(Area for Consideration: Community Involvement)</i>	
	9:15-9:30 (15 minutes)	Team's private discussion	
	9:30-10:00 (30 minutes)	<b>Observation of Synchronous Classes</b>	
	10:00-10:15	<b>BREAK</b>	
7	10:15-11:15 (1 hour)	Meeting with Students (Areas for Consideration: Curriculum Instruction, Library, Laboratories, Physical Facilities, Student Services, etc.)	
	11:15-11:30 (15 minutes)	Team's private discussion	
8	11:30 am-12:30 (1 hour)	Meeting with Faculty <i>(Areas for Consideration: Faculty and Curriculum and Instruction, etc.)</i>	
	12:30-13:30 (1 hour)	Team's private discussion <b>LUNCH</b>	
	13:30-15:00 (1.5 hours)	Writing of Report	
	15:00-16:30 (1.5 hours)	Wrap-Up Meeting	
9	16:30-17:00 (30 minutes)	Post-accreditation meeting with key administrators and those who prepared for the visit for preliminary result presentation	Survey Team

## V. Template of Interviewees During the Virtual Program Accreditation Visit



Philippine Accrediting Association of Schools,  
Colleges and Universities

Template of Interviewees During the Virtual Program Accreditation Visit  
(To be completed by the School and submitted to the PAASCU Secretariat)

<b>Name of Institution</b>									
<b>Address</b>									
<b>Program/s to be Visited</b>									
<b>Visit Dates</b>									
<b>Type of Visit</b> <i>(Preliminary/ Formal/Resurvey/ Interim/Revisit)</i>									
Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
<b>Day 1</b>									
<b>Session 1: Meeting with School Leadership: President / School Head / Principal / VP for Academics / VP for Administration / Finance Officer /HR Officer</b>									
<b>9:00 - 9:45</b>	1	Name1	Fr.	President	<a href="mailto:name1@gmail.com">name1@gmail.com</a>	Campus-based	200 MBPS	Yes	

Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
9:55 - 10:40	<b>Session 2: Meeting with Program Division Leadership: Academic Deans/Program Chairpersons/Academic Coordinators/Subject Area Coordinators/Research Officer</b>								
11:30 - 12:15	<b>Session 3: Meeting with Learning Support: Head Libraries/Learning Resources/Head Laboratories</b>								
13:30 - 14:15	<b>Session 4: Meeting with Heads of Student Services: Head Guidance Office/Head Health Services/Head Food Services/Head Alumni Services/Head Student Activities (BED)/Head Transportation Services (BED)</b>								
14:30 - 15:30	<b>Session 5: Meeting with Physical Facilities Administrator (Virtual Audit of key facilities in campus)</b>								

Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
<b>Day 2</b>									
8:30 - 9:15	<b>Session 6: Meeting with Head Community Engagement/Services and Representatives from Community</b>								
10:15 - 11:15	<b>Session 7: Meeting with Students</b>								
11:30 - 12:30	<b>Session 8: Meeting with Faculty</b>								
16:30 - 17:00	<b>Session 9: Post-Accreditation Meeting</b>								

## W. Technical Specifications and Guidelines in the Use of the Zoom Platform



Philippine Accrediting Association of Schools, Colleges and Universities

# TECHNICAL SPECIFICATIONS AND GUIDELINES IN THE USE OF THE ZOOM MEETING TECHNOLOGY

For Virtual Program Accreditation

## SYSTEM REQUIREMENTS

The school should prepare the following items for Program Accreditation Visit:

### EQUIPMENT



Computer Equipment (desktop or laptop), tablet or mobile phone with camera and with Zoom software application



Internet Connection with a speed of at least 10 Mbps

Camera Device for live streaming or virtual tour with Optical Image Stabilization



## SOFTWARE



### Zoom Virtual Meeting Technology

The school will have to ensure that each interviewee has updated Zoom software installed in their device.

PAASCU will provide access to the Zoom technology.



Google Chrome



Microsoft Edge



Firefox



Safari Browser

Internet Browser

# INSTRUCTION ON USING ZOOM

## 1. Download and Install Zoom

### For Computer

Please **CLICK** to download "Zoom Client for Meetings" and follow installation steps.



### For Tablet and Phone

Please **CLICK** to download and install Zoom application in App Store/ Playstore.

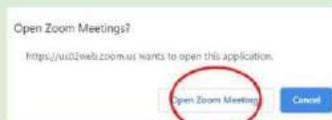


## 2. Joining Zoom Meeting

Link to the Zoom Meeting will be sent to the School two (2) weeks before the accreditation visit

## For Computer

After clicking the link, a window like the one below will pop-up.



Then undertake the following steps:

1. CLICK "Open Zoom Meetings"
2. You will be led to the "Waiting Room". The PAASCU Secretariat will accept meeting participants 5 minutes before the scheduled time.

## For Tablet and Phone

After clicking the link, the Zoom application will be opened.



Then undertake the following steps:

1. CLICK "Join with Video"
2. You will be led to the "Waiting Room". The PAASCU Secretariat will accept meeting participants 5 minutes before the scheduled time.

### 3. Zoom Functions

**Change video display layout**  
**Speaker View:** display active speaker  
**Gallery View:** Shows all attendees



**Mute/Unmute**  
You can mute and unmute your microphone. The host also has the ability to mute you. If you click on the arrow next to the mute button, you will have additional options for audio settings..

**Start/ Stop Video**  
You can turn your camera on or off with the Start/Stop Video button. By clicking on the arrow next to the start/stop video button, you can change webcams, access your Zoom video settings, or select a virtual background (if enabled).

**View meeting participants**

**Share content from your device**  
(only applicable for specific users)

**Join Breakout room**

**Leave the Meeting**

#### 4. Meeting Rules

1. Interviewee should be on time for the scheduled meeting. Those who come in late may not be allowed to join the meeting room.
2. You are requested to turn on your video or web camera. Position it properly, ensuring that it is in a stable position and focused at eye level. Provide also enough lighting so that you can be seen clearly. Make sure that you have your name correctly visible when you are seen through your camera. Doing these helps create a more direct sense of engagement.
3. Ensure that there is nothing visually distracting in your background.
4. Ensure that your microphone is muted when you are not speaking.
5. If you want to speak, use the "raise hand" feature which is also available at the bottom center of your screen. You can start speaking only when you are acknowledged. Be mindful also of any background noise and avoid activities that could create additional noises.
6. Limit distractions by turning off notifications, closing or minimizing applications and muting your smartphones. If possible, avoid multi-tasking such as replying to emails or text messages during the virtual visit.
7. Please keep the meeting information (e.g. join meeting button, ID) secured and do not share with anyone.
8. Communicate in a respectful manner.

## Responsibilities and Meeting Process

The **PAASCU Secretariat**, as a host, will:

1. Create meeting rooms and send invitation link to the accreditors and the interviewees
2. Admit accreditors and interviewees to the Meeting room 5 minutes before the scheduled time of meeting.
3. Provide assistance to PAASCU accreditors when needed

The school's **IT Personnel**, as a co-host, will:

1. Receive the link from the PAASCU Secretariat 2 weeks before the visit and forward the same to the interviewees based on their meeting schedule
2. Check interviewees' identification
3. Ensure the interviewee name will be according to the interviewee list submitted to PAASCU
4. Perform last-minute readiness test (i.e. sound, microphone, camera, internet connection, etc.)
5. Provide assistance to interviewees when needed

### **Sequence of Meetings:**

1. The PAASCU Secretariat and school IT Personnel will standby in the meeting room 15 minutes prior to the scheduled meeting
2. PAASCU Secretariat will admit PAASCU accreditors and all interviewees to the Meeting Room and will inform the Chair of the Team that the meeting can be started

## VIRTUAL TOUR OF SCHOOL FACILITIES

1. It is suggested that the school should use a camera or camera-equipped device (e.g., a top-tier mobile phone) with Optical Image Stabilization
2. Synchronous facility visit will be conducted via Zoom meeting. The Team members will gather in the meeting with the person in the institution assigned to do the virtual tour
3. The areas to be visited will be based on the plan that was submitted to PAASCU one (1) month before the visit
4. A staff should be positioned in each area to briefly identify the area visited and to respond to any queries raised by the accreditors
5. The school should ensure uninterrupted connection throughout the tour

# X. Teaching-Learning Evaluation Form for Graduate Education Programs



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,  
COLLEGES AND UNIVERSITIES**

## TEACHING-LEARNING EVALUATION FORM FOR GRADUATE EDUCATION PROGRAMS

Name of Teacher: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

Class Size: \_\_\_\_\_ Respondents: \_\_\_\_\_ Date: \_\_\_\_\_

5 - Excellent    4 – Very Satisfactory    3 – Satisfactory    2 – Fair    1 – Unsatisfactory

<b>A. COURSE OVERVIEW AND ORIENTATION</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>
1	The objectives, structure and plan for the courses are clearly stated and communicated.						
2	The policies and guidelines in the conduct of classes (either synchronous or asynchronous) are known and properly implemented.						
3	Communication expectations and protocols for class participation and other forms of interactions are clearly defined.						
4	Expected computer and technology literacy skills and guidelines are clearly understood by both teacher and learner.						
<b>B. LEARNING OUTCOMES</b>							
1	The module learning outcomes are clearly stated and are aligned with the course learning outcomes.						
2	Learning outcomes are clearly stated in terms of competencies that can be assessed at the end of the course.						
3	The appropriate learning activities and assessment tasks to achieve the desired learning outcomes are carefully selected.						
<b>C. INSTRUCTIONAL MATERIALS (CONTENT)</b>							
1	The instructional materials represent up-to-date theory and practice in the discipline, and contribute to the attainment of the learning outcomes.						
2	The instructional materials elicit and challenge the learners' thinking and engage them in real-world phenomena and knowledge-building.						
3	The instructional materials are presented in a variety of ways (lecture, text readings, videos, etc.) in order to engage the learners and encourage them to connect to content.						
4	The instructional materials are well-researched and selected to address the learners' range of skills, needs and interests.						
5	The design of learning materials is flexible and inclusive of both synchronous and asynchronous modalities.						
<b>D. ASSESSMENT</b>							
1	The assessments are clearly aligned to the learning outcomes and seek evidence to assess the attainment of these outcomes.						
2	Specific descriptive criteria are provided for both the teacher's evaluation of the work and the learners' self-assessment.						
3	Learners are provided with opportunities to regularly receive timely feedback to track learning progress.						
4	There is a defined rubric to assess the activities to achieve the learning outcomes.						
5	Quality output is evident in the learners' submission of requirements.						

<b>E. TEACHER PRESENCE AND SUPPORT</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>
1	The teacher's interactions with learners are designed and scheduled to provide support and complement independent learning.						
2	The teacher interacts with the learners in a regular manner, responding to their posts, giving feedback, etc., even during asynchronous sessions.						
3	The teacher ensures a positive and supportive learning atmosphere.						
4	The teacher's mastery of the subject matter and use of varied teaching techniques to enhance learning are evident.						
5	The teacher has opportunities to interact with each learner whether in a plenary session, small groups, or individually.						
<b>F. LEARNING EXPERIENCES AND INTERACTION</b>							
1	The learning experiences offered contribute to the achievement of learning outcomes.						
2	The learning experiences are varied and promote high and collaborative learner engagement.						
3	The learning activities provide opportunities for independent learning and further research on course content.						
4	The learning experiences provide continuity between and among the topics discussed and relate them to actual life situations.						
5	The vision and mission of the institution are integrated in the learning experiences of the learners.						
<b>G. Technology and Accessibility</b>							
1	The tools used in the course are compatible with the learning activities.						
2	The tools used are varied and promote active and interactive learning.						
3	Learners are informed where and when they can avail of help in case of technical difficulties.						
4	Technologies and applications adopted are student friendly.						
5	The teacher is comfortable in the use of the institution's online platform/s for instructional delivery.						
Average:							

Comments: \_\_\_\_\_

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Signature: \_\_\_\_\_

## Y. Teaching-Learning Evaluation Form for Tertiary Education



**Philippine Accrediting Association of Schools,  
Colleges and Universities**

### TEACHING – LEARNING EVALUATION FORM FOR TERTIARY PROGRAMS

Name of Teacher: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

Class Size: \_\_\_\_\_ Respondents: \_\_\_\_\_ Date: \_\_\_\_\_

Rate the teacher on each item following the given rating scale.

**5 = Excellent      4 = Very Good      3 = Satisfactory      2 = Fair      1 = Unsatisfactory**

		5	4	3	2	1	Mean
<b>A. COURSE OVERVIEW AND ORIENTATION</b>							
<b>1</b>	The objectives, structure, and plan for the course are clearly stated.						
<b>2</b>	Communication expectations and protocols for class participation other forms of interactions are clearly defined.						
<b>3</b>	Expected computer and technology literacy skills are clearly stated.						
<b>B. LEARNING OUTCOMES</b>							
<b>1</b>	Learning outcomes for the course are aligned with program and institutional outcomes.						
<b>2</b>	Learning outcomes are clearly stated in terms of competencies that can be assessed at the end of the course.						
<b>3</b>	The module learning outcomes are clearly stated and are aligned with the course learning outcomes.						
<b>C. ASSESSMENT</b>							
<b>1</b>	The assessments are clearly aligned to the learning outcomes and seek evidence to assess the attainment of these outcomes.						
<b>2</b>	Specific descriptive criteria are provided for both the teacher's evaluation of the work and the students' self-assessment.						

3	Students are provided multiple opportunities to receive feedback at appropriate times to track learning.						
<b>D. INSTRUCTIONAL MATERIALS (CONTENT)</b>							
1	The instructional materials represent up-to-date theory and practice in the discipline, and contribute to the attainment of the learning outcomes.						
2	The instructional materials are presented in a variety of ways (lecture, text readings, videos, etc.) in order to engage the students and encourage them to connect to content.						
<b>E. TEACHER PRESENCE AND SUPPORT</b>							
1	The teacher's interactions with learners are designed and scheduled to provide support and complement self-learning.						
2	The teacher interacts with the learners in a regular and timely manner, responding to their posts, giving feedback, etc. for both synchronous and asynchronous sessions						
3	The teacher provides opportunities for student consultation whether in a plenary session, small groups, or individually.						
<b>F. LEARNING EXPERIENCES AND INTERACTION</b>							
1	The learning experiences offered to the students promote and are relevant to the learning outcomes.						
2	The learning experiences are varied and promote high student engagement.						

3	The learning activities and tasks provide opportunities for self-directed learning and for interactions with peers.						
<b>G. TECHNOLOGY/LEARNING TOOLS AND ACCESSIBILITY</b>							
1	The tools used in the course are compatible with learning activities and promote active and interactive learning.						
2	Students are informed where and when they can avail of help in case of technical difficulties.						
3	Technologies and applications adopted are student friendly.						
<b>Average</b>							

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_

## Z. Comparative Matrix of Face to Face and Virtual Program Accreditation



Philippine Accrediting Association of Schools,  
Colleges and Universities

### COMPARATIVE MATRIX OF FACE-TO-FACE AND VIRTUAL PROGRAM ACCREDITATION

Face-to-Face Accreditation	Virtual Accreditation
<p>1. Application for Accreditation</p> <p>Submit a letter of intent to apply with required documents either online or delivered physically to the Secretariat.</p> <p>Confirmation of eligibility and access to a soft copy of the survey instrument will be done through email.</p> <p>The orientation is given in a face-to-face meeting agreed upon by the school and the Secretariat.</p>	<p>Submission is done through a digital storage file preferably Google Drive.</p> <p>Same process.</p> <p>The meeting is done through the Zoom meeting platform.</p>
<p>2. The Self-Survey</p> <p>Submission of the Self-Survey Report is done physically to the Secretariat with supporting materials either appended on the report or presented as exhibits during the accreditation visit. Submission is done one (1) month before the scheduled visit.</p>	<p>Submission is done through a digital storage file preferably Google Drive two (2) months before the scheduled visit. Supporting materials are linked to the references about them.</p>
<p>3. The Consultancy Visit (only for those who will undertake a Preliminary Visit)</p> <p>A consultant is sent to the school to conduct the process in a day.</p>	<p>The conduct is done remotely using various communication channels including virtual meeting technologies. Flexibility is encouraged in the conduct of the consultancy</p>

Face-to-Face Accreditation	Virtual Accreditation
	visit including the scheduling of meetings and the communication channels to be used. The agenda visit, agreed upon by the school and the consultant, should be communicated by the consultant to PAASCU.
<p data-bbox="269 443 586 470">4. The Preliminary Visit</p> <p data-bbox="363 516 678 543">The visit is done on-site.</p>	<p data-bbox="914 516 1398 543">Conduct of the visit is done remotely:</p> <ul style="list-style-type: none"> <li data-bbox="914 554 1503 663">a. Interviews are done using the Zoom platform (it is suggested that most, if not all, meetings are done in plenary.</li> <li data-bbox="914 674 1468 821">b. Classroom observations are done through access to the schools learning management system (LMS) and the meeting platform used. For schools that do not conduct virtual classes, supporting materials will be requested from the school to assess the quality of learning delivery taking place.</li> <li data-bbox="914 831 1479 1087">c. Tour of facilities will be done through live walk-through tour if the video tour is not sufficient.</li> <li data-bbox="914 1098 1503 1167">d. Survey Team meetings are done virtually using the Zoom platform.</li> </ul>
<p data-bbox="269 1182 623 1209">5. The Formal Survey Visit</p> <p data-bbox="363 1255 881 1633">Submission of the Self-Survey Report and the actions taken on the recommendations of the Preliminary Survey Team are done physically to the Secretariat with supporting materials either appended on the report or presented as exhibits during the accreditation visit. Submissions are done one (1) month before the scheduled visit.</p> <p data-bbox="363 1686 678 1713">The visit is done on-site.</p>	<p data-bbox="914 1255 1503 1440">Submissions are done through a digital storage file preferably Google Drive two (2) months before the scheduled visit. Supporting materials are linked to the references about them.</p> <p data-bbox="914 1686 1503 1755">The visit is done remotely. The process is the same as those in the Preliminary Visit.</p>

<b>Face-to-Face Accreditation</b>	<b>Virtual Accreditation</b>
<p>6. Initial Accreditation Status Granted</p> <p>The process of reviewing the Team’s decision by their respective Commission and the granting of accreditation status by the Board of Trustees, including the certification done by FAAP, are done in a face-to-face meeting.</p>	<p>Meetings are done remotely using the Zoom platform.</p>
<p>7. Full Accreditation Status Granted</p> <p>The Self-Survey Report and supporting materials are delivered physically to the Secretariat and accreditation visit, including the process of reviewing the accreditation decision and granting of the accreditation status will be the same as in the Formal Survey Visit are done face-to-face.</p>	<p>The process for the submission of the Self-Survey Report and supporting materials is done through the digital storage file preferably Google Drive. Conduct of the visit including the process of reviewing the accreditation decision and granting of the accreditation status will be done remotely, the same as in the Formal Survey Visit.</p>
<p>Submission of requirements for Level III, IV and Institutional accreditation is delivered physically to the Secretariat.</p>	<p>Submission is in soft copy and done through a digital storage file preferably Google Drive.</p>
<p>Interim Visit and Revisit are done on-site.</p>	<p>Conduct of the Interim Visit and Revisit is done remotely.</p>