



Philippine Accrediting Association  
of Schools, Colleges and  
Universities

2021  
ACCREDITATION  
GUIDEBOOK

# Preface

This PAASCU Guidebook is designed to provide important information to member educational institutions about the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and its function of doing external quality assurance through accreditation.

The purpose of PAASCU is to support member schools in their journey **towards quality improvement that is founded on the institution's educational** philosophy as well as its unique vision and mission. This purpose is grounded on the fundamental principle that quality is primarily the responsibility of the school and that the external quality assurance initiative complements this.

PAASCU envisions accreditation to be a continuous development process that provides the opportunity to engage the entire school community and its stakeholders in a careful and thorough evaluation of its objectives, plans, programs, systems, resources, and results through self-survey as well as benefit from an external review done by peer educators.

Questions about the PAASCU accreditation process should be directed to:

## **PAASCU Secretariat**

Office of the Philippine Accrediting Association of  
Schools, Colleges and Universities

Unit 107 The Tower at Emerald Square

JP Rizal corner P. Tuazon Streets

1109 Quezon City

Email: [info@paascu.org.ph](mailto:info@paascu.org.ph)

Website: [www.paascu.org.ph](http://www.paascu.org.ph)

Telephone Numbers: 02-8911-2845; 02-8913-1998;  
02-8421-6227;

Fax Number: 02-8911-0807

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# I. INTRODUCTION TO 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.

## History

PAASCU was established to bolster the accreditation of public and private schools which in the 1950s took the form of government recognition through the Bureaus of Public and Private Education (now the Department of Education and the Commission on Higher Education). The intention was to establish a standard of excellence that was beyond the minimum standards required by the Bureaus of Education. Representatives from both the public and the private sectors actively participated in the conceptualization of voluntary accreditation. Hence, even if at present all the member schools of PAASCU belong to the private sector, it is not the intention of PAASCU to exclude public schools from the association.

In 1951, Dr. Daniel Salcedo, then Assistant Director of the Bureau of Private Schools, expressed that the government could not afford an accreditation

process beyond the government recognition that was being implemented because it would not be possible to maintain an adequate force of competent supervisors. He added that the challenge of maintaining desirable standards in private schools could not be and should not be the responsibility of the government alone. This paved the way for a voluntary accreditation system among private schools.

A series of meetings in 1951 provided shape and substance to the idea of voluntary accreditation and led to the establishment of the Philippine Accrediting Association of Universities and Colleges (PAAUC). The ad interim Executive Board of the PAAUC was composed of Dr. Prudencio Langcauon (University of the East) as President, Fr. James J. Meany, S.J. (Ateneo de Manila) as Vice-President, and Dr. Antonio Isidro (University of the Philippines) as Secretary.

**PAAUC intended to focus on ‘program accreditation’ or the accreditation** of individual courses rather than entire institutions. The plan was, to begin with, the accreditation of colleges of Liberal Arts, Commerce, and Education. PAAUC envisioned an accreditation system that sought to evaluate a program in terms of its objectives and purposes through a process where the greater number of criteria would be encapsulated in qualitative rather than quantitative terms. This implied that a program would be evaluated in its totality and failure to meet some criteria might be compensated for by superiority in other areas.

However, just when PAAUC was about to pilot the voluntary accreditation process, a series of misunderstandings disrupted the plans. Dr. Salcedo had originally suggested that schools should take the lead and assist the Bureau of Education in the work of regulation and supervision but other Bureau officials felt that the initiative for and leadership in accreditation should emanate from the government rather than from the schools. As a result, the **PAAUC’s plan of voluntary** accreditation by the schools themselves was quietly laid to rest.

It was the Catholic Educational Association of the Philippines (CEAP) led by Bro. Hyacynth Gabriel Connon, FSC as President that revived the voluntary accreditation movement. In 1953, the CEAP secured permission to use the criteria previously developed by the PAAUC. After field-testing these criteria in certain Catholic colleges, the CEAP drew up a Manual of Accreditation with self-survey forms for eight different areas: Purposes and Objectives,

Faculty, Instruction, Library, Laboratories, Physical Plant, Student Services, and Administration.

By 01 November 1957, eleven CEAP Colleges had been visited by an accreditation team after having undergone an institutional self-survey. The charter members of the first accrediting association in the Philippines were: Ateneo de Manila, De La Salle College, College of the Holy Spirit, Maryknoll College, **San Beda College, University of San Carlos, St. Joseph's College (QC), St. Paul College of Manila, St. Scholastica's College, St. Theresa's College (Cebu), and St. Theresa's College (Manila).**

Lest voluntary accreditation be perceived as restricted to Catholic schools or is, in any way, accountable to the CEAP, the charter members decided to establish a separately incorporated organization called the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). Thus, the CEAP accreditation committee ceased to exist and PAASCU was born.

PAASCU was incorporated in November 1957 and Fr. James J. Meany, S.J. was elected as the first president. He was the driving force in the early and somewhat lean years and held office until 1968. Below are the presidents that led PAASCU from 1957 to the present:

1957 – 1968	Fr. James J. Meany, SJ
1968 – 1974	Bro. Paul Hebert, FSC
1974 – 1975	Fr. Herbert Hezel, SJ
1975 – 1977	Bro. Paul Hebert, FSC
1977 – 1983	Dr. Felixberto C. Sta. Maria
1983 – 1984	Bro. Paul Hebert, FSC
1984 – 1985	Dr. Lourdes R. Quisumbing
1985 – 1987	Dr. Felixberto C. Sta. Maria
1987 – 2008	Dr. Ramon C. Reyes
2008 – 2012	Fr. Antonio S. Samson, SJ
2012 – 2021	Fr. Joel E. Tabora, SJ
2021 –	Bro. Edmundo L. Fernandez, FSC

Although initial accreditation efforts on the college level were limited to Liberal Arts, Commerce, and Education in 1957, PAASCU later added the following programs:

PROGRAMS	YEAR STARTED
Liberal Arts Commerce / Business Administration Education Sciences	1957
Junior High School	1965
Grade School	1971
Engineering *Chemical      *Electronics *Civil          *Industrial *Electrical    *Mechanical *Manufacturing Engineering & Management	1973
Agriculture	1973
Nursing Program (w/ Common Areas)	1975
Graduate Education *Arts & Sciences *Education *Business Administration	1979
Social Work	1983
Computer Science	1988
Medical Technology / Medical Laboratory Science	1988
Pharmacy	1988
Accountancy	1996
Entrepreneurship	1996
Hospitality Management *Hotel & Restaurant Management *Tourism Management * Travel Management	1999
Basic Medical Education	2003
Basic Education	2001
Criminal Justice Education (Criminology)	2004
Fine Arts	2004
Interior Design	2004
Occupational/Physical Therapy	2004
Nutrition and Dietetics	2008
Graduate Education - Nursing	2011
Hospitality Management *Hotel & Restaurant Management	2011

Information Technology Education *Information Systems *Information Technology *Information Management	2013
Graduate Education - Public Health	2013
Multimedia Arts	2013
Radiologic Technology	2013
Architecture	2016
Diplomacy & International Relations	2016
Industrial Design	2016
Music	2016
Senior High School	2019

It should be noted that while the charter institutions of PAASCU were all colleges, the accreditation of secondary schools began in 1965 and that of elementary schools in 1971. The accreditation of integrated high school and grade school programs, or Basic Education, began in 2001. In line with the establishment of senior high schools as a result of the nationwide K-12 Reform, the accreditation of senior high schools commenced in 2019.

The past sixty years of self-surveys and survey visits demonstrate that PAASCU, through the voluntary accreditation movement, has been successful in stimulating the efforts of academic institutions all over the country to improve the standards of education at all levels.

## Recognition by the Department of Education and Commission on Higher Education

The Department of Education (DepEd) and the Commission on Higher Education (CHED) have recognized the growth of voluntary accreditation over the years. Accredited schools enjoy relative autonomy from local supervision by these two bodies.

In 1967, Secretary of Education Carlos P. Romulo granted PAASCU schools certain privileges based on accreditation. At present, PAASCU Level I and II accredited schools enjoy administrative and financial deregulation while Level III accredited schools are granted curricular deregulation. The exchange of students and faculty is facilitated, individual schools are guided

in the transfer of students, and parents are guided in the choice of quality schools for their children.

CHED has accreditation as one of the criteria for granting university status to private schools. It is also a major factor in the selection of Centers of Excellence and Centers of Development in various disciplines. Notably, a great majority of the Centers of Excellence are institutions accredited by PAASCU.

As of 2019, from over 1700 private colleges and universities in the country, **CHED gave “full autonomy status” to 71 and “deregulated status” to another 16** private higher institutions for two years. Accreditation level and performance in government licensure examinations were major factors in the selection of the autonomous and deregulated institutions. **Thirty-five of the 71 HEIs granted “full autonomy” and nine of the 16 with “deregulated status” are PAASCU accredited institutions.**

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.

## Recognition by the Federation of Accrediting Agencies of the Philippines (FAAP)

In 1972, the Association of Christian Schools and Colleges (now the Association of Schools, Colleges and Universities) formed its accrediting agency, the Association of Christian Schools, Colleges and Universities – Accrediting Agency, Inc. (ACSCU-AAI), even though some member schools began as and continue to be members of PAASCU. Like PAASCU, ACSCU-AAI accredits programs at the collegiate, secondary and elementary levels.

In 1973, another accrediting agency, the Philippine Association of Colleges and Universities - Commission on Accreditation (PACU-COA) was established through a FAPE grant.

The growth of voluntary accreditation agencies encouraged the Fund for Assistance to Private Education (FAPE) to suggest that PAASCU together with the ACSCU-AAI and PACU-COA form one federation to oversee accreditation in the country. This led to the establishment in 1997 of the Federation of Accrediting Agencies of the Philippines (FAAP), an umbrella organization that does not of itself accredits institutions but certifies to the DepEd or CHED the levels of accredited programs to grant progressive deregulation and other benefits.

## International Linkages

In line with its continuing effort to improve its processes and to explore new directions in quality education, PAASCU has explored international linkages.

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)**. **PAASCU's seal of comparability** was valid until May 2018. PAASCU was not allowed to apply for continued comparability because there were no medical schools in the **country that were participating in the US Department's student loan program** which was a new criterion set by the Committee at that time.

PAASCU does accreditation work not only in the Philippines but also in Bahrain (Basic Education), Cambodia (Social Work), and Samoa (Basic Medical Education). The national agencies on education in these countries recognize the work of PAASCU in their respective countries.

In the past, PAASCU also did accreditation work in Bangladesh (Graduate and Tertiary Programs) and Indonesia (Basic Medical Education).

## Vision and Mission Statements, 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. Quality	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. Leadership	Initiatives are undertaken to ensure the relevance of standards, appropriateness of accreditation practices, and innovativeness.
3. Integrity	Decisions and undertakings are based on facts, fairness and impartiality. PAASCU has clear policies on confidentiality and conflicts of interest
4. Compassion	PAASCU is rigorous and objective, developmental, and compassionate.
5. Transparency	The processes, internal and external, are transparent, and the accreditation status is clear and is duly communicated to stakeholders.
6. Accountability	PAASCU takes responsibility for judgments and decisions made.
7. Flexibility	Changes and modifications are considered in the development of standards and instruments in the practice of accreditation.
8. Community	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.

## II. PAASCU ORGANIZATIONAL STRUCTURE

PAASCU is led by a Board of Trustees. There are eight Commissions that oversee the accreditation process in the specific levels or programs assigned to them. Accreditors from member schools are engaged to implement the accreditation process adopted by PAASCU.

### The Board of Trustees

#### Description and Composition

The Board of Trustees is composed of 15 members with at least 10 trustees coming from PAASCU member-institutions and at least two but not more than five are independent trustees.

There should only be one member from each institution for the Board of Trustees.

#### Qualifications

A trustee must have the following qualifications:

1. He or she must be a person of moral integrity and uphold the core values of the PAASCU;
2. He or she must not have been convicted of any crime or for violating the provisions of the Revised Corporation Code; and
3. He or she must have experience in the management of an organization

The trustees coming from member institutions of PAASCU must be an administrator or a faculty member who has been previously designated or is currently designated as an administrator. Moreover, the trustee must have served as an accreditor for PAASCU or any other quality assurance agency or body.

An independent trustee must be a practitioner from any industry, an expert from a professional association, or is actively engaged in an administrative capacity in any institution that has a stake in Philippine education. The trustee must possess the appropriate and relevant skills, experience, and knowledge in one or more fields of education, school management, administration, research, corporate governance, technical operation, or **other disciplines related to PAASCU's field and purposes.**

No independent trustee may be an official or employee of the government nor hold or be appointed to any government position or office. If an independent trustee, during his or her tenure, accepts or is appointed to a government position or office, he or she shall be deemed to have forfeited or vacated the seat as an independent trustee of PAASCU. Such vacancy shall be filled according to the provisions in the 2019 By-Laws of PAASCU.

## Nominations and Elections

The nomination of trustees abides by the guidelines prescribed by the Nominations and Elections Committee. Each nominee must possess all the qualifications expected of a trustee. The decision of the Nominations and Elections Committee on all matters on the nomination and election of the members of the Board of Trustees is final.

## Term of Office

The trustees are elected at the PAASCU Annual General Assembly by the representatives of the member institutions and serve for a term of two years. The trustees cannot serve for more than three consecutive terms.

If two or more candidates receive an equal number of votes for the last seat to be filled in, the candidates shall equally share the two-year period. Regardless of the actual length of the period served under the term sharing agreement, each period shall be considered as one full term.

In case of a vacancy for whatever reason, the replacement shall be elected during the next General Assembly of PAASCU. The elected replacement shall serve the unexpired term.

## Officers of the Board of Trustees

The Board of Trustees elects the officers of PAASCU among themselves at their first meeting following the annual election of the Board. The Officers of PAASCU are the following: a President, a Vice-President, a Corporate Secretary, and a Treasurer. Each officer serves for a term of one year or until their successors have been elected and duly qualified. The specific functions of the Officers are indicated in the 2019 By-Laws of PAASCU.

## Board of Trustees Committees

Committees are formed to assist the Board of Trustees in the performance of its functions. The composition and qualification of the members of the Committees are determined by the Board. Each member is appointed by the Board of Trustees. The members of each committee elect a Chairperson among themselves.

The Board of Trustees constitutes the following Committees:

1. *Nominations and Elections Committee*

The Nominations and Elections Committee assists in the following:

- a. Nomination and the election of the Board of Trustees
- b. Nomination and the election of the Commission members
- c. Referenda

Members of the Board of Trustees or Commissions may not serve in the Nominations and Elections Committee. The Committee consists of the Executive Director, an officer of the Secretariat, and a lawyer designated by the Board of Trustees.

2. *Planning Committee*

The Planning Committee assists the Board of Trustees and Executive Director in formulating, deploying, and

evaluating the Association's strategic and operational plans.

3. *Finance and Audit Committee*

The Finance and Audit Committee assists the Board of Trustees and the Executive Director in monitoring the finances of PAASCU. Through this Committee, the BOT exercises financial control of the Association and performs its fiduciary responsibilities, including those related to financial reports, audits, and keeping track of the funds of the Association.

4. *Personnel Committee*

The Personnel Committee provides guidance, oversight, and support to the Board of Trustees and the Executive Director in the development and implementation of employee staffing, performance, management, and compensation systems.

5. *Standards Committee*

The Standards Committee is responsible for maintaining the relevance of PAASCU standards by prompting the various Commissions in the revisions of current standards as well as the creation and testing of new instruments. The Committee is responsible for recommending to the Board the approval of standards and instruments.

The BOT may, at any time, create ad hoc committees as it deems necessary in the **fulfillment of PAASCU's vision and mission.**

## The Executive Director

**The Executive Director is responsible for the administration of PAASCU's** strategic and operational plans, its programs and activities, and for ensuring **the viability of the Association's operation** as defined by the Board of Trustees. The Executive Director is assisted by a Secretariat that is based in the PAASCU Office.

## Functions

The Executive Director is responsible for managing the Secretariat and for ensuring the viability of the Association's operation as defined by the Board of Trustees. The qualifications of the Executive Director are determined by the BOT.

## Appointment

The Board of Trustees appoints the Executive Director and he or she may not be removed, except by a majority vote of the entire Board. The Executive Director need not come from among the members of the Board.

## Responsibilities

The Executive Director:

1. Acts as the agent of the Board of Trustees and its President in carrying out in practice the purposes of the Association;
2. Assists the Corporate Secretary in all meetings of the Board of Trustees;
3. Keeps a record of the matters transacted by his office, and a record of all things committed to him or her by the Board;
4. Works with the President and Board of Trustees and with the various Commissions;
5. Manages the accreditation and quality assurance initiatives, the operations of the Secretariat, and the human resources;
6. Promotes sound resource management and fiscal accountability; and
7. Undertakes community engagement, advocacy, and visibility as directed by the Board;
8. Performs such other functions as the Board may deem proper and necessary.

# The PAASCU Commissions

## Composition and Appointment

In PAASCU, there are eight Commissions that oversee the accreditation process in the specific levels or programs assigned to them.

Commission on Elementary Education	Commission on Secondary Education	Commission on Basic Education	Commission on Tertiary Education
Commission on Engineering and Architecture	Commission on Information Technology Education	Commission on Medical Education	Commission on Graduate Education

The 2019 By-Laws of PAASCU specifies that each Commission shall have at least seven but not more than 15 members who are to be appointed by the PAASCU Board of Trustees. Each commission determines the number of members that will constitute their respective commissions for a given time. If there is no recommendation for any change, then the number of members will be the same as that of the previous year. The Commission members are recommended during the Annual General Assembly and are appointed by the Board of Trustees.

A Commission member must be a person of moral integrity. The Commission members serve without compensation.

## Functions of the Commissions

The Commissions report to the Board of Trustees. The Commissions in coordination with the Executive Director exercise the following functions:

1. Plan and implement programs and projects specific to the various levels of education;
2. Provide a continuing forum to evolve ideas and to discuss

issues relevant to PAASCU;

3. Spell out in specific terms the service role of PAASCU as it assists in quality improvement among schools for the development of education in the Philippines;
4. Make an evaluation of the reports submitted by the survey teams and provide appropriate recommendations to the Board of Trustees who has the authority to grant or not to grant accreditation;
5. Suggest members of the Survey Teams;
6. Take charge of training accreditors and Survey Team chairpersons in collaboration with the Executive Director;
7. Lead the formulation and development of standards and instruments for new programs and the revision of existing standards and instruments to ensure their continued relevance. The Commissions are expected to make full reports of these developments to the Board of Trustees through the Executive Director. All revisions to existing standards and instruments require the approval of the Board of Trustees;
8. Plan, organize and supervise conferences, seminars, and other such activities, which are offered as services to member schools;
9. Invite experts from the industry and professional associations or agencies as consultants and non-voting members when needed; and
10. Perform other tasks that may be assigned by the Board of Trustees and the Executive Director.

## Qualifications of the Commission Members

Commission members may be AFFILIATE (AF) or NON-AFFILIATE (NAF) members provided that, more than the majority are AF members. AF members are those who are directly connected with a PAASCU member school and are involved in the institution as an administrator, faculty member, or academic non-teaching personnel.

NAF members are those who are not currently connected with a PAASCU member school but with experience as an accreditor. An NAF member may be any of the following:

1. Former Board member, administrator, faculty member, or academic non-teaching personnel of a PAASCU member school;
2. A practitioner from industry or experts from professional associations related to any of the programs accredited by PAASCU; or
3. An individual who is actively engaged in an administrative position in any institution with a stake in Philippine education.

Ideally, AF and NAF Commission members should have experience as an accreditor. AF Commission members should have served as accreditor in at least 10 Survey Visits while NAF Commission Members should have completed at least five Survey Visits. This requirement can be waived for valid reasons as approved by the Board of Trustees upon the recommendation of the Nominations and Elections Committee and the Executive Director.

## Term of Office

1. Each Commission member shall be appointed for a term of two years and shall serve for not more than three consecutive terms.
2. In the event of the resignation of a Commission member or vacancy in the Commission for any valid reason, a replacement shall be appointed immediately to serve the unexpired term. The Board of Trustees shall appoint the replacement upon the recommendation of the Executive Director.

Valid reasons for a vacancy may include the change in assignment of a Commission member that involves geographical considerations or the inability of a member to serve in the position as determined by the Board of Trustees.

## Selection and Appointment or Removal of Commission Members

1. During the Commission meetings in the Annual General Assembly, nominations for Commission members are made by the delegates.
2. There should only be one nominee from each institution for each Commission.
3. A nominee must be qualified for the position according to the published criteria for Commission members.
4. The Nominations and Elections Committee will review all nominations and make the appropriate recommendations for Commission members to the Board of Trustees. Nomination by the delegates is not the sole criterion in making the recommendations.
5. The Board of Trustees will appoint the Commission members, ensuring that there is only one representative from each institution. The decision of the Board of Trustees on all matters about the appointment of Commission members is final.
6. A Commission member may be removed from the Commission for valid reasons like a conflict of interest or violation of PAASCU guidelines. Removal of an appointed member from the Commission is subject to the approval of the Board of Trustees upon the recommendation of the Nominations and Elections Committee and Executive Director.

## Roles and Responsibilities of Commission Officers

Each Commission shall have the following officers: Chairperson, Vice-Chairperson, and Secretary. During the first Commission meeting for the academic year, the members choose among themselves the Commission Chairperson, Vice-Chairperson, and Secretary by secret ballot.

The Commission Chairperson is expected to do the following:

1. Take the lead in operationalizing the functions of the Commission;

2. Convene the Commission as needed, set the agenda, and preside over the meetings;
3. **Serve as the Commission's representative in all activities** requiring the presence of the Commission; and
4. Keep the Commission members informed of any updates or advisories from PAASCU.

The Commission Vice-Chairperson takes the place of the Commission Chairperson when needed. The Commission Secretary takes the minutes of meetings and maintains the records and files of the Commission. Records and files of the Commissions are to be forwarded to the PAASCU Secretariat for safekeeping.

## Roles and Responsibilities of Commission Members

The following are expected of Commission Members:

1. Attend Commission meetings;
2. Collaborate with the other members of the Commission in operationalizing the functions of the Commission;
3. Review Survey Team reports which are forwarded to the Commission or evaluation; and
4. Perform specific tasks which may be assigned by the Commission Chairperson in relation to the functions of the Commission.

## Commission Meetings

The different Commissions meet as needed to discuss possible developments in the accreditation process towards advancing the goals of PAASCU. It is also the task of each Commission to review Survey Reports en banc before submission to the Board of Trustees, particularly the recommendations regarding the accreditation status of the institutions or programs that were visited. All discussions related to the review of Survey Reports must be strictly confidential.

# The Accreditors

## Function and Characteristics

Accreditors are individuals who are assigned to perform tasks related to the accreditation of institutions or programs after having completed the training for accreditors.

In survey visits, an accreditor may serve as chairperson or member. An accreditor may serve as chairperson after having manifested the capability to lead a survey team and have trained for this purpose.

Back in 1951 Dr. Vidal Tan, former president of the University of the Philippines, expressed that the members of a survey team must be persons **“of sound judgment, of great experience and, above all, of unquestioned integrity”**. Fr. James Meany, SJ added that, in addition to those qualities, the spirit of generosity exhibited by accreditors over the years was the greatest asset of PAASCU and the ultimate reason for its success. PAASCU accreditors serve voluntarily without any compensation.

## Recruitment and Training

Most accreditors are currently employed in PAASCU member institutions as administrators, faculty members or non-teaching personnel although they may continue to serve as accreditors even after retirement from their respective institutions.

PAASCU periodically organizes training programs for would-be accreditors. When a training program is scheduled, institutions through their school heads may nominate personnel to participate in the training. The respective Commissions select the participants based on the resumes submitted and certifies the readiness of the participants to serve as accreditors at the end of the training.

The training for accreditors includes important information on the accreditation process as well as a simulation of an actual survey visit. The training is usually conducted in an institution that has recently completed a survey visit successfully and is willing to host such training.

## Responsibilities of Accreditors

The following are expected of accreditors:

1. Must seek to obtain a big picture of the institution or program. Effort must be exerted to evaluate the details in light of the larger context.

Accreditors must always keep in mind that the goal of a survey visit is to assist an institution or program in the fulfillment of its mission through meaningful conclusions and judgments arising from a careful evaluation of the evidence presented by the school.

2. Must be objective in assessing the evidence presented and has no conflict of interest in relation to the school being assessed.
3. Must approach the task humbly as a colleague rather than an inspector.
4. Must maximize the time allotted for a Survey Visit given all the tasks that must be accomplished. All interviews and meetings must begin and end on time.

It is advantageous to be in control of the different evaluation activities during the visit. The activities must be purposeful. Essential information, particularly evidence, must be actively sought; an accreditor should not be a passive recipient of information which the members of the school community would like to provide the Survey Team.

5. Must refrain from making remarks about the institution, personnel, or programs, whether positive or negative, anytime during a Survey Visit.
6. Must refrain from providing friendly advice or making comparisons to their own or other institutions. Such advice or recommendations may be misconstrued as requirements for accreditation.
7. Must conduct themselves professionally at all times.
  - a. All information about an institution or program must be handled properly.

Provisions of the Data Privacy Act must be observed. A Non-disclosure Agreement must be executed by accreditors before a survey visit.

- b. Accreditors must refrain from giving a personal opinion or expressing their beliefs and views about any aspect of education in general or any feature of the institution to any member of the school community.
- c. Unscheduled invitations to social activities during the Survey Visit must be politely declined.

All activities during a Survey Visit, including receptions hosted by the institution, are approved by the Survey Team Chairperson and made part of the Survey Visit schedule.

### III. THE PAASCU ACCREDITATION OVERVIEW

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.

The Survey Instruments used in the accreditation process are based on these 23 standards. The statements in these instruments are more qualitative rather than quantitative. The PAASCU accreditation process does not have specific formulas to apply or particular patterns to require of institutions. The survey instruments and criteria for evaluation are tools to help the institution measure educational quality as they strive for excellence. The same survey instruments and criteria are to be used by accreditors in evaluating institutions during a survey visit.

#### Definition of Quality

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.

## Standard Setting and Instrument Revision

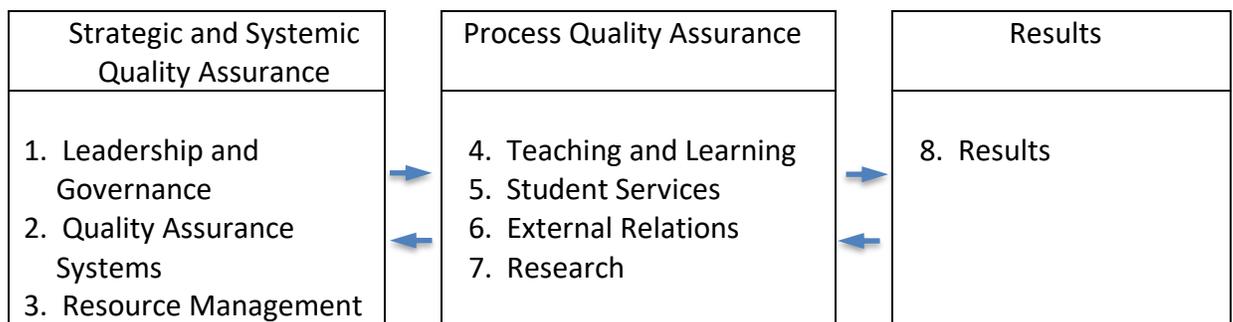
PAASCU has a set of process on standard setting and instrument revision.

1. **Setting the agenda**  
The Board of Trustees or the Commissions can drive the definition of new standards and survey instruments or the revision of the same when the need for such arises. It is, however, a standard practice to review the existing standards and instruments every five years.
2. **Creation of a task force**  
The relevant PAASCU Commission will form a task force, consisting of experts, to do the initial draft of the new or revised standard or instrument.
3. **Review of the initial draft**  
The Commission will review and endorse the initial draft to the Standards Committee for another round of review. The Standards Committee will provide feedback and recommended revisions, if any, to the Commission.
4. **Revision of initial draft**  
The Commission will consider the feedback and recommended revisions of the Standards Committee. If deemed appropriate, they can even refer these to the task force who originally drafted the standard/instrument, to revise the initial draft.
5. **Dissemination of revised draft**  
The Commission, through the Secretariat, will disseminate the revised draft to member schools for feedback and proposed revisions.
6. **Finalization of the standard/instrument**  
The Commission will consider the feedback and proposed revisions for incorporation in the final draft. The final draft will be submitted to the Standards Committee for endorsement to the Board of Trustees.

7. Approval of the standard/instrument  
The Board of Trustees will approve the standard/instrument upon endorsement of the Standards Committee indicating the time when the standard or instrument, new or revised, will be implemented or used.
  
8. Initial use and evaluation of the approved survey instrument  
The approved instrument will be used for three programs who will undergo accreditation and will be evaluated accordingly. Any adjustment or correction in the instrument based on the evaluation will be made by the Commission. The Standards Committee will be informed of such revisions.

## Standards of Quality Practice

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.

## Programs Accredited by PAASCU

### Program Accreditation and Institutional Accreditation

PAASCU allows accreditation by the program. Program Accreditation refers to the accreditation of academic courses such as Liberal Arts, Sciences, Education, and Business. This means that individual courses of study such as Liberal Arts, Sciences, Education, and Business may be evaluated and granted accreditation or re-accreditation.

Institutional Accreditation refers to the accreditation of a higher education institution 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.

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

## Accreditation of Higher Education Programs

In the current survey instruments for higher education programs, the number of areas being assessed differs. The accreditation of tertiary programs covers the following eight areas: College or University Community Involvement, Faculty, Curriculum and Instruction, Library, Laboratories, Facilities, Student Services, and Administration. The accreditation of

graduate school programs covers the following seven areas: Faculty, Curriculum and Instruction, Library, Research, Students, Administration, and Other Resources/Facilities. The accreditation of the basic medical education program covers the following 10 areas: Faculty, Educational Program, Clinical Education Program, and Service Facilities, Community Education Program, Research, Students, Library, Governance and Administration, Facilities and Other Resources and Continuous Renewal.

## Guidelines Specific to the Accreditation of Multiple Programs and Additional Programs

1. For institutions seeking accreditation or re-accreditation of multiple programs, the core programs (e.g. Liberal Arts, Sciences, Business, and Education) will be prioritized since these programs cover the common areas including Community Involvement, Library, Facilities, Student Services, and Administration. In the new instrument, these will correspond to the areas of External Relations, Resource Management, Student Services, Leadership and Governance, and QA Systems.
2. Core programs are supervised by the Commission on Tertiary Education (CTE).
3. Institutions that will seek accreditation for additional programs, apart from the core programs, will have to apply for accreditation.

These additional programs will be supervised by the relevant Commissions.

The following must be noted:

- a. Accreditation of additional programs within one to two years after being granted a five-year accreditation without need for either a progress report or an interim visit will only have a survey visit in the following areas specific to the additional programs: Faculty, Curriculum and Instruction, and Laboratories. In the new instrument, these will correspond to Human Resource, Teaching and Learning, and Resource Management.

The evaluation of the common areas during the previous survey visit will suffice.

- b. Accreditation of additional program(s) three years after being granted a five-year accreditation without need for either a progress report or an interim visit will only have a survey visit in the following areas specific to the additional programs: Faculty, Curriculum and Instruction, and Laboratories. In the new instrument, these will correspond to Human Resource, Teaching and Learning, and Resource Management.

Additionally, a report on the extent of implementation of recommendations given by the previous survey team on the common areas must be submitted.

4. When several programs in an institution falling under different Commissions are scheduled for a survey visit, the accreditation of the programs will be handled by the Commissions concerned.

## Accreditation of Basic Education Programs

Basic Education is defined in Section 4 of Republic Act No. 9155 (Governance of Basic Education Act 2001) as education intended to meet basic learning needs. It lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education, as well as, alternative learning systems for out-of-school youth and adult learners and education for those with special needs.

Three Commissions oversee the accreditation of schools offering basic education: Grade School Commission, High School Commission and Basic Education Commission. The accreditation of senior high schools is handled by either the High School Commission or the Basic Education Commission depending on how the senior high school is situated in the institution it belongs to.

Grade school accreditation covers elementary programs (Kindergarten to Grade 6) in schools that have a tradition of accreditation independent of the high school program. The accreditation of grade schools covers the following seven areas: Philosophy and Objectives, Faculty, Administration and School

Staff, Curricular Programs and Instruction, Instructional Media Center, Student Services, and Facilities.

Before the K-12 Reform, high school accreditation covered secondary school programs (first to fourth-year high school) in schools that have a tradition of accreditation independent of the elementary school program. Currently, high school accreditation covers junior high school or Grades 7 – 10. High school accreditation also covers senior high school programs (Grades 11 and 12) except in schools where the curriculum from Kindergarten to Grade 12 is considered a continuum under one principal.

The accreditation of junior high schools covers the following nine areas: Philosophy and Objectives, Faculty, Curriculum and Instruction, Library and Audio-Visual Center, Laboratories, Facilities, Student Services, Administration, and the School and Community. For senior high schools, the nine areas are Philosophy, Vision, Mission, Goals, and Objectives, Faculty, Curriculum and Instruction, Library and Audio-Visual Resources, Laboratories, Facilities, Student Services, Leadership and Governance, and School and Community.

The accreditation of basic education refers to the accreditation of an integrated school, where the curriculum is a continuum characterized by the integration of the different subject areas and co-curricular offerings throughout the elementary and high school levels. Basic education accreditation covers the following areas: Faculty, Curriculum and Instruction (including co-curricular activities), Library and AV Services, Laboratories, Facilities, Student Services, Administration, and School and Community.

In the new instrument following the 23 Standards of PAASCU, the areas to be covered for all programs of Basic Education are eight: Leadership and Governance, QA systems, Resource Management, Teaching and Learning, Student Services, External Relations, Research, and Results.

## **Guidelines Specific to the Accreditation of Basic Education Programs**

An integrated school is defined in Section 4 of Republic Act No. 9155 (Governance of Basic Education Act 2001) as one that offers complete basic

education in one school site and has unified instructional programs and services. To be considered for basic education accreditation in PAASCU, the following characteristics must be in place:

1. The school has a unified administration led by one principal. The administrative structure facilitates and supports the learning continuum.
2. The curriculum from Kindergarten to Grade 10 (previously Kindergarten to fourth-year high school) is sequential and developmental. Connectedness in the curriculum is evident in both horizontal and vertical integration of content, skills, values and attitudes. There are regular and purposeful articulation sessions among the administrators, supervisors and teachers of the different year levels.
3. Human and material resources and facilities are shared and maximized within the entire school.
4. The teachers are referred to as faculty members of the entire basic education unit. The qualification requirements specified for elementary and high school teachers are followed. Some teachers may be allowed to teach at any level depending on their expertise.

Currently, PAASCU allows basic education accreditation for integrated schools with an enrollment that does not exceed 2000 students. However, there are schools beyond this size that offer a Basic Education program characterized by unified administration, sequential and developmental curriculum, shared resources and facilities and common faculty members. Basic education accreditation for such schools may be discussed with PAASCU.

In basic education accreditation, the integrated school is visited by one survey team, given one report with recommendations intended for the entire school, and granted accreditation simultaneously as a whole instead of separately for grade school and high school.

There are guidelines to follow when applying for basic education accreditation in specific instances such as the following:

1. The Grade School and High School are on different levels of accreditation

When a school undergoes basic education accreditation under a situation where the Grade School and High School are on different levels of accreditation, the PAASCU Survey Team comes up with two separate final recommendations. For example, the PAASCU Survey Team can recommend that the Grade School apply for a formal survey while recommending that the High School be granted re-accreditation for five years.

The Survey Visits can be synchronized the next time the school applies for accreditation. Subsequently, the Grade School and High School can go through the same type of visit through basic education accreditation.

2. The Grade School and High School are on the same level of accreditation but are given different final recommendations by the PAASCU Survey Team

A Basic Education Program undergoing a re-survey visit can result in the Grade School being granted re-accreditation and the High School being asked to undergo an interim visit or its accredited status being deferred. In this case, the Grade School and the High School will have to separately fulfill the required actions corresponding to the decisions on their accreditation status.

## Classification 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

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
<p>Level I</p> <p>Granted initial accreditation by the accrediting agency after a Formal Survey and duly certified by the Federation/ Network for three years</p>	<p>Level I and 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 CHED at all times</li> <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> </ol>
<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>	

CRITERIA	BENEFITS
	<ol style="list-style-type: none"> <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> <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.</li> </ol> <p>Choose any two of the following:</p> <ol style="list-style-type: none"> <li>3. A highly visible research tradition. The following must be observable over a reasonable time:</li> </ol>	<p>Level III</p> <ol style="list-style-type: none"> <li>1. All the benefits for Level I and Level II</li> <li>2. Authority to offer new courses allied to existing Level III courses without the need for prior approval provided that the concerned CHED Regional Office (CHEDRO) is duly informed.</li> <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
<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> <p>4. A strong faculty development tradition as evidenced by an appropriate budget allocation or a systematic plan for faculty development programs.</p> <p>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.</p> <p>6. Existence of working consortia or linkages with other schools or agencies. Documentary evidence shall include a description of 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</p>	<p>Level IV</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> </ol>

CRITERIA	BENEFITS
excellent foreign universities	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.

## Classification 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.

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><b>Level I</b></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><b>Level I</b></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</li> </ol>

CRITERIA	BENEFITS
	<p>supervision by DepED supervisory personnel or representatives.</p>
<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> <p>a. A reasonably high standard of instruction.</p>	<p>Level III</p> <ol style="list-style-type: none"> <li>1. All the benefits for Level I and II.</li> </ol>

CRITERIA	BENEFITS
<p>b. A well-developed mechanism for improving and upgrading its curriculum.</p> <p>c. Creditable performance of its teachers that promote the 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. The schools should submit documentary evidence to support their claims.</p> <p>Only schools that have granted "clean" re-accreditation, meaning that no progress report or interim visits are required within the five year accreditation period, may apply for Level III status.</p>	<p>2. Full curricular autonomy, including the authority to innovate without need for prior approval provided that the concerned DepED Regional Office is duly informed.</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>

## IV. THE PAASCU ACCREDITATION PROCESS

PAASCU was established to provide the opportunity for educational institutions in the country to go through voluntary accreditation to attain standards above the minimum requirements prescribed by the government. Voluntary accreditation is simultaneously a concept, a process, and a status.

It is based on self-regulation which focuses on the continuing improvement **of educational quality through a systematic assessment of an institution's** goals and organization as well as its strengths and weaknesses through a self-survey process and peer evaluation. The process results in a status that is granted to an educational institution or program which meets recognized standards of quality or excellence. The status of the institution is determined after achieving the level of excellence and standard of quality that voluntary accreditation fosters as demonstrated by successful completion of the different stages: Preliminary Survey, Formal Survey, and Re-Survey.

The PAASCU accreditation process does not prescribe any specific practice. It seeks to encourage institutions or programs to aspire for and work towards higher levels of excellence as defined in a set of quality standards. The focus is on the context and needs of the institution or program under survey, hence, the process provides room for these institutions and programs to be innovative in their exploration of solutions to the challenges they face and consideration of initiatives towards advancement to comply with the PAASCU quality standards.

The PAASCU accreditation process is a continuous cycle of pursuing educational improvement and development. Initially, the cycle is prompted by a sense of willingness on the part of an institution or program to undergo a self-survey exercise that will allow the entire community to evaluate its current situation and identify goals for the future. The self-survey process engages the entire school community in the process of directing the future of the institution based on its vision, mission, and goals as well as its present situation.

The completion of a self-survey exercise signals the readiness of the institution or program to invite peer educators who can evaluate the different areas of the survey through a Survey Visit and make a judgment on the **institution's or program's continued capacity to fulfill its mission.**

Subsequently, the readiness of the institution or program to proceed with the next stages of the cycle is determined by its ability to demonstrate the continued capacity to fulfill its mission which includes the extent to which the recommendations made by the survey team have been implemented and its continuous compliance with quality standards.



In sum, PAASCU is primarily concerned with the quality of educational institutions, and the accreditation process is grounded on the following:

- An institution or program has clearly defined and appropriate objectives considering its unique educational philosophy, and its vision-mission statements.
- Conditions under which these objectives can be achieved are established in the institution or program and these are being substantially achieved now.
- Indicators signify that the institution has the desire and capacity to continue achieving its objectives in the future particularly in establishing a robust quality assurance system.

Through the voluntary accreditation process, PAASCU aspires for the improvement in the quality of member schools thereby also influencing the quality of education in the entire region or province where they are located. PAASCU envisions its involvement and influence in the development of educational institutions in the country as its humble contribution to nation-building.

## Application

Membership in PAASCU consists of several stages and each stage corresponds to a particular status for an institution: applicant status, candidate status and member status. Each stage involves certain requirements and qualifications.



### 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

Usually, the documents are submitted either online or delivered physically to the Secretariat. The Secretariat will then review the documents submitted, 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. This **process of review and confirmation of the school's eligibility to apply** is usually completed within a month after the submission of the letter of intent and the required documents.

If the institution needs assistance on the process of application and the entire process of accreditation, it may request an orientation from PAASCU which will schedule the same. The orientation is given in a face-to-face meeting agreed upon by the institution and the Secretariat.

After a careful review of **the institution's application, successful candidates** will be notified by PAASCU of their formal acceptance as an institution on applicant status. This status will enable the institution to seek assistance from PAASCU in the form of consultancy services.

To proceed to the next stage, the institution on applicant status has to undergo a preliminary survey visit.

## 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.

## 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.

## The Self-Survey

The self-survey is an important step in the accreditation process. The **institution's vision, mission, and goals are foundational in the** self-survey. Only when these are clear can the school discover the extent to which such vision, mission, and goals are being achieved. The self-survey is a thorough, rigorous, and comprehensive self-assessment done by an institution or

program about its educational resources and effectiveness. Such self-assessment analyzes the current situation in the different areas and is a major undertaking that takes at least six months to complete. With the use of the self-survey instrument, members of area committees appointed by the administration conduct a fair and objective analysis and evaluation of how well the school is achieving its vision, mission, and objectives and how it is complying 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 while the other group works on the evaluation section of the survey instrument. The inclusion of stakeholders is a must in all the committee groupings to ensure wider representation in the process.

## The Self-Survey Report

The result of the self-assessment undertaken by the institution or program is documented and presented to PAASCU in the self-survey report which records and describes the salient features that surfaced from the evaluation. The self-**survey report ‘tells the story’ of the school as captured by the various** perspectives of the members of the institution or program and other stakeholders who participated in the self-survey process. The self-survey report is supported by materials that will be used as evidence to substantiate the claims of the institution or program and will serve as the basis for evaluation during the Survey Visit. These materials are either made part of the self-survey report or presented as exhibits that are made accessible to the accreditors during the visit.

## The Survey Visit

PAASCU accreditation is founded on the value of peer review where benefits **are derived from the process of fellow educators reviewing an institution’s** self-survey report as accreditors and evaluating the findings from the self-survey exercise in light of the stated purposes and objectives of the institution and the PAASCU quality standards.

The survey visit is conducted by a survey team consisting of a chairperson and members who are selected based on the professional experiences and capabilities they bring to the accreditation process. The evaluation of the

team must be based on evidence gathered during the visit. Throughout the visit, the team members are expected to conduct themselves professionally and ethically, always mindful of the unique vision, mission, goals, and context of the institution or program. All efforts should be exerted so that the survey visit ends up as a pleasant and fruitful learning experience for the school.

## Types of Survey Visits

### PRELIMINARY SURVEY 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 institution or program in the preparations needed for the preliminary visit, including any improvement in the self-survey report and supporting materials. The consultant will also determine the readiness of the school for a preliminary visit and inform PAASCU of the earliest time the school can undertake the visit.

Usually, the consultant is sent to the school to conduct the process in a day. The agenda of the visit, agreed upon by the school and the consultant, should be communicated by the consultant to PAASCU.

The preliminary visit is conducted by a group of six to eight accreditors who have the expertise in the program(s) to be evaluated. Typically lasting two days and following PAASCU procedures, the evaluation done by the Survey Team seeks to assess the school in light of the self-survey based on the quality standards set by PAASCU.

The Survey Team takes a general look at the school situation, validates the self-survey report through interviews with school stakeholders, examines supporting materials, studies the recommendations presented in the report, cites what it finds to be the best features of the different areas, and makes recommendations of its own where necessary.

Meetings are scheduled during the site visit. These meetings are conducted in plenary with all team members present, particularly the

faculty and student meetings, or done by a group of team members or by an individual member. In basic education, a meeting with parents and alumni is also held.

In a preliminary survey visit, the Survey Team is expected to identify major deficiencies in the institution or program and to make appropriate recommendations concerning these. Numerical ratings for the different areas are not given in the case of Preliminary Survey Visits. If the visiting team is sure that there is no major deficiency in the institution or program but suspects there are deficiencies in specific areas, then the team is expected to concentrate its study on those areas where doubts have been raised. The list of recommendations and best features need not be equally comprehensive for all areas under survey. But in all cases, the preliminary Survey Team must identify and clearly explain the deficiencies of the institution or program.

## FORMAL SURVEY VISIT

Before a formal survey visit is undertaken, the institution or program has to undertake another self-assessment activity using the self-survey instrument and the Survey Report of the Survey Team that did the preliminary visit. The school will undertake the same process with the additional task of stating the status of actions taken on the recommendations written on the survey report. All of these will be reflected in the new self-survey report and the supporting materials.

A two-month period is prescribed to give sufficient time for the Survey Team to review the report and to ask for any additional materials from the school.

The Formal Survey Visit is conducted by a Survey Team of six 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 Survey 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 Survey Team **also identifies the areas' best features** and makes recommendations where necessary.

Additionally, numerical ratings are provided for each area under survey. The Survey Team is expected to come up with a justifiable numerical rating for each area based on the rating scale provided in the Survey Forms. The Survey Team should ensure that the numerical rating for each area is consistent with the best features and recommendations that are cited for the area. **While the institution's** self-survey report should serve as useful background information, the Survey Team should make an independent evaluation of the different areas.

An institution or program granted formal accreditation is given Level I accredited status for three years.

## RE-SURVEY VISIT

PAASCU member institutions are expected to undergo a Re-survey Visit every five years to maintain their accredited status. Similar to a formal survey visit, the survey team in a re-survey visit is expected to look into the different areas thoroughly. The team needs to evaluate the follow-up actions on the recommendations made by the formal survey team or previous re-survey team as the case may be, identify the notable features of the institution, and provide recommendations for each area. The survey team is also expected to come up with a justifiable numerical rating for each area based on the rating scale provided in the survey forms.

## SPECIAL VISITS

### Interim Visit

An Interim Visit is a special type of visit that is conducted when major deficiencies are found in certain areas under accreditation during the previous re-survey visit. The cases when an Interim Visit is called for are **described in the section on “Guidelines for Granting Accreditation or Re-accreditation”**. **Although done for only one day, the process and guidelines** in the conduct of this visit follow that of Re-survey visit.

## Revisit

A Revisit is a special type of visit that is conducted when accreditation is deferred based on the findings in the previous accreditation visit. The cases **when a revisit is called for are described in the section on “Guidelines for Granting Accreditation or Re-accreditation”**. The process and guidelines in the conduct of this visit follow that of a Formal or Re-survey visit.

## Activities During a Survey Visit

The following verification activities are usually carried out by a Survey Team during a Survey Visit.

Orientation Meeting	Class Observations
Interviews	Meeting with Students
Meeting with Faculty Members	*Meeting with Parents and Alumni
Inspection of Facilities	Visit the Partner Community
Perusal of Documents and Exhibits	Progress Report Session
Writing of Reports	Wrap-up Session
Closing Meeting with School Management	Final Meeting of Survey Team

*\*Conducted during visits involving the Elementary, Secondary, and Basic Education programs.*

## Orientation Meeting

The orientation meeting sets the tone for the work that is to be accomplished by the survey team throughout the two-day visit. This meeting is managed by the Survey Team Chairperson and the following are carried out:

- a. Each member of the survey team is introduced along with his or her area assignment.
- b. An overview of the work is provided including the deliverables that need to be accomplished by the end of the visit. It will be mentioned that by the end of the visit, the survey team will arrive at a consensus on the recommendation the team will make regarding the accreditation status of the institution or program.
- c. Everyone is reminded that the task is a collaborative effort and all members must share in the responsibility, maximize resources, and support as well as question one another. The members of the team are enjoined to collaborate in the accomplishment of the different tasks.
- d. Information about the institution and the program being visited are provided including the accreditation history of the institution or program, faculty and student profile, performance in licensure examinations, and other important facts.
- e. The members report to the group their initial findings in the areas assigned to them based on their study of the self-survey report in their respective areas.
- f. The schedule throughout the visit is agreed upon particularly the time for faculty and student meetings, meeting with parents and alumni (in the case of Basic Education), progress report session, the wrap-up session, the post-accreditation meeting with key school administrators and personnel, and other activities involving the whole team.

After team meetings have been scheduled, the members of the survey team proceed to schedule their verification activities including the review of documents and exhibits as well as inspection of facilities.

- g. The members peruse the orientation kit provided by the institution.
- h. Forms to be completed are distributed by the PAASCU representative.
- i. The Chairperson provides reminders on procedures to be followed, including the individual responsibilities of the team members. The survey team members are also reminded to take down notes throughout the survey visit because of the area report that each one must prepare by the end of the visit.

- j. The Chairperson provides reminders on policies to be observed including the use of mobile phones and laptops. These gadgets should not be used during interviews, meetings, and class observations.
- k. The Chairperson provides reminders about data privacy considerations and of the confidential nature of the accreditation process.

### Class Observations

Classes to be observed by the survey team are pre-assigned by the PAASCU Secretariat before the survey visit. These are indicated in the schedule sheet provided to each team member during the orientation meeting.

The following must be noted:

- a. While observing classes, survey team must focus on what is going on inside the classroom (subject content, teaching strategies, the interaction between faculty and students as well as among students, etc.). Observations are to be noted in the Classroom Observation Instrument (the Teaching-Learning Instrument).
- b. The alignment between what is going on in the class and the provisions in the syllabus should be verified. In practice, the relevant syllabus is made available to the survey team during the class observation.
- c. The survey team should aim to observe the classes of a representative number of faculty members of the institution or program being surveyed.
- d. In case a survey team member goes to a class where an examination is taking place, another class may be observed. The survey team members must coordinate with the PAASCU representative in the selection of another class to be observed.

### Interviews

Individual and group interviews are beneficial in helping the survey team gain a better understanding of the contents of the self-survey report.

The following must be noted in the conduct of individual and group interviews:

- a. While individual interviews may be scheduled, group interviews are encouraged.
- b. All key administrators must be interviewed especially those who participated in preparing for the survey visit. The survey team should strive to interview as many members of the school community as possible to obtain a good view of the institution or

program.

- c. The list of administrators and other school personnel as well as their preferred schedules for interviews may be found in the orientation kit. As much as possible, the interviews should be conducted according to the preferred schedules provided by the institution or **program, in consideration of the personnel's usual work schedule** even while the survey visit is taking place.
- d. The survey team members may schedule the interviews with the administrators and personnel concerned through the appointment slips that are available at the PAASCU Headquarters.

### Meeting with Students

A one-hour meeting with students is held during the survey visit and is usually scheduled on Day 2 of the visit.

The following must be noted:

- a. Students present in the meeting or conference should represent a cross-section of all levels of the institution or programs under survey.
- b. About 30 students are considered a representative group, although, in institutions with larger enrollments, a bigger number of students may be considered. It would help if the students are seated by grade or year level or by program. Student leaders can be interviewed separately as a group to allow the other students to express their thoughts during the session.
- c. In cases where the school enrolment is very large or where there are multiple surveys, the survey team may be divided into two or more sets. One set is normally assigned to the common areas, i.e., Community Involvement (External Relations), Library, Facilities (Resource Management), Student Services, and Administration (Leadership and Governance). Those assigned to the common areas may transfer from one group to the other after asking their questions or may request the other survey team members to ask questions on their behalf.
- d. To maximize the allotted time for the meeting, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask additional questions.
- e. Usually, the Chairperson facilitates the meeting, although, he or she may choose to delegate such task to a survey team member (e.g. survey team member assigned to the area of Student Services or Students).

- f. At the start of the session, the Chairperson introduces the members of the Survey Team or asks the members to introduce themselves along with their area assignments.
- g. It is helpful for the Chairperson to conduct a scan of the participants in the session through a show of hands indicating the grade or year levels or programs the students belong to or membership in the Student Council or involvement in the preparation of the self-survey report.
- h. The Chairperson informs the students briefly about the following: the purpose of the session, the type of accreditation visit being conducted, the programs being evaluated, and other pertinent matters.  
  
The Chairperson also emphasizes the confidential nature of the dialogue.
- i. Private discussions or conversations between or among the members should be avoided while the meeting is ongoing.

#### Meeting with Faculty Members

A one-hour meeting with faculty members is held during the survey visit and is usually scheduled on Day 2 of the visit.

The following must be noted:

- a. The faculty members who are selected to participate in the meeting should represent a cross-section of the faculty of the institution or programs under survey. As much as possible, part-time faculty members should be represented in the dialogue.
- b. In cases of multiple surveys and very large faculty groups, the survey team may decide to divide the faculty according to their specific programs. Survey Team members assigned to the specific areas of Faculty (Human Resource), Curriculum and Instruction (Teaching-Learning), and Laboratories (Resource Management) are normally the mainstays during the dialogues. Those assigned to the common areas may move from one group to the other after asking their questions or may request the other members to ask questions on their behalf.
- c. To maximize the allotted time, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask other questions.
- d. Usually, the Survey Team Chairperson facilitates the meeting, although, he or she may choose to delegate such task to a survey team member (e.g. Survey Team member assigned to the area of

Faculty).

- e. At the start of the session, the Chairperson introduces the members of the survey team or asks the members to introduce themselves along with their area assignments.
- f. It is helpful for the Chairperson to conduct a scan of the participants in the session through a show of hands indicating their status as part-time and full-time faculty members, the subject areas or programs they belong to, or their involvement in the preparation of the self-survey report.
- g. The Chairperson informs the faculty members briefly about the following: the purpose of the session, the type of accreditation visit being conducted, the programs being evaluated, and other pertinent matters.

The Chairperson also emphasizes the confidential nature of the dialogue.

- h. Personal issues and concerns of faculty members or sensitive topics such as matters concerning the labor union should be avoided.
- i. Private discussions or conversations between or among the members of the Survey Team should be avoided while the meeting is ongoing.
- j. Administrators and supervisors should not be present during the dialogue to allow faculty members to freely express their opinions and sentiments regarding the various areas being assessed by the survey team members without fear of reprisal. If an administrator is present, the Chairperson should courteously and respectfully inform the individual concerned that no administrator should be present during the session.

#### Meeting with Parents and Alumni (for Basic Education Visit)

- a. The officers of the parents association and alumni association are usually invited to this meeting. The school also extends the invitation to other parents and alumni to reach a good number of participants. Parents and alumni who are currently connected with the school (e.g. Parents at the same faculty of the school) are not included in this meeting.
- b. To maximize the allotted time, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask other questions.
- c. Usually, the survey team Chairperson facilitates the meeting, although, he or she may choose to delegate such task to survey

team member.

- d. At the start of the session, the Chairperson introduces the members of the survey team or asks the members to introduce themselves along with their area assignments.
- e. The Chairperson informs the parents and alumni briefly about the following: the purpose of the session, the type of accreditation visit being conducted, the programs being evaluated, and other pertinent matters.

The Chairperson also emphasizes the confidential nature of the dialogue.

- f. Private discussions or conversations between or among the members should be avoided while the meeting is ongoing.

### Inspection of Facilities

The survey team members are expected to physically visit the different facilities of the institution to obtain a better understanding of these resources.

### Visit the Partner Community

The survey team member in charge of the Community Involvement (School and Community or External Relations) is expected to visit the partner community or extension area to have a better understanding of the relationship between the school and the partner community. The institution provides transportation for visits to the community extension areas. The person in charge of the program also accompanies the survey team member assigned to the area during the site visit.

### Perusal of Documents and Exhibits

Documents presented as evidence such as the institutional development plan, faculty development program, annual reports, minutes of meetings, course syllabi, examinations, theses, professional licenses of faculty members and staff, and other records are usually available at the PAASCU room set up by the school.

The following must be noted:

- a. The unavailability of certain documents in the PAASCU room must be ascertained before asking for these from the institution. Such documents as well as those which are confidential may be requested from the office concerned through the PAASCU representative.
- b. No survey team member may bring home any document after the survey visit or copy the same in whatever form.

### Progress Report Session

A progress report session is normally scheduled at the end of Day 1 of the visit to enable the survey team to assess the general direction of the activity especially if there appear to be major areas of concern. Typically, the session is completed within an hour. The following must be noted:

- a. Clarifications, problem areas, as well as critical observations are shared during this session. The session provides the opportunity for the survey team members to validate or clarify individual findings with the other members.
- b. Initial judgment on the action taken by the school on the recommendations given during the previous survey visit may be presented by the survey team members during the session.
- c. Tentative best features and recommendations may already be shared with the group to facilitate an objective and common agreement on the accreditation status of the institution or program.

It must be emphasized that all the findings reported during the progress report session are tentative at this point and can still be changed after the verification activities scheduled on Day 2.

### Writing of Reports

The survey team members write their respective reports usually after the lunch break on Day 2. The Chairperson may have to assist new survey team members on how best to write the area reports.

All reports are finalized in the PAASCU Headquarters. No survey team member should leave the institution without submitting the area report to the PAASCU representative.

### Wrap-up Session

The wrap-up session is the final evaluation session where the survey team decides on the recommendation that will be made to the respective Commissions and Board of Trustees regarding the accreditation status of the institution. PAASCU judges an institution not by comparison with other institutions but by the degree to which each institution's **avowed goals are** achieved and in compliance with the PAASCU Standards.

The session is chaired by the survey team Chairperson. In this session, each member makes a report to the team on the following:

- a. The action that was taken on the recommendations of the previous survey visit (for formal and resurvey visits)
- b. Best Features
- c. Recommendations

- d. Numerical Area Ratings(for formal and resurvey visits)

*There should not be any contradictions between the Best Features and Recommendations across the different areas. The area rating should also depict the Best Features and Recommendations.*

The following must be noted:

- a. Shortly before the wrap-up session, the PAASCU representative provides the survey team the average of the numerical ratings obtained from the Classroom Observation (Teaching-Learning) forms accomplished by the team members. This is normally compared to the area ratings given by the survey team member assigned to the Faculty (Human Resource) and Curriculum and Instruction (Teaching-Learning) areas.
- b. The PAASCU representative shows the area ratings to the entire survey team as these are reported by each member. The survey team reviews the complete set of ratings before deciding on the accreditation status of the institution or program that will be submitted to the respective Commission and the Board of Trustees. The summary of ratings is appended to the **Chairperson's Report**.
- c. The reporting must be concise and direct to the point. The reports should be based on factual data, verified during the visit. The area reports can still be revised after the presentation of all area reports.
- d. The survey team members may comment, give suggestions, or even contest the findings of other members. These are to be taken positively in the spirit of obtaining a fair and objective assessment of each area. The Chairperson should allow discussions until a consensus is achieved.
- e. At the end of the wrap-up session, the survey team takes a formal vote on the recommendation that will be made to the respective Commission and the Board of Trustees regarding the accreditation status of the institution. The chair will present the revised guidelines for granting re-accreditation before the formal vote on the recommendation. The recommendation will be reviewed by the assigned Commission before this is forwarded to the Board of Trustees.
- f. All members of the survey team should affix their signature on the **approval sheet that contains the team's recommendation on the accreditation status of the institution or program**. In cases where the recommendation is to defer accreditation, the reason for the recommendation should be stated in the approval sheet.
- g. As soon as the wrap-up session is over, the Chairperson should request the PAASCU representative to secure all area reports and evaluation sheets.

Computers of the institution used in preparing the reports should be checked to ensure that nothing is left in the hard drive.

- h. No information about the decision of the survey team or any matter related to the survey visit may be communicated to any member of the school community even after the team has left the institution.

### Closing Meeting with School Management

The closing meeting between the PAASCU survey team and key administrators of the institution or program serves the following purposes:

- a. Formally bring to a close the survey visit by providing feedback on the outcomes of the visit
- b. Provide the survey team a final opportunity to verify or obtain information
- c. Allow the survey team to formally thank the school community for their hospitality and provide a positive end to the visit

**During the meeting, the Chairperson will present the team's** findings without pre-empting formal endorsement by the respective Commission and approval by the PAASCU Board of Trustees of the decision on the accreditation status of the school. The presentation will cover the major findings made by the survey team on **the school's strengths as well as areas** for improvement based on the quality assurance evaluation that was conducted. The focus will be on those areas for improvement that the school can immediately act on.

The participants from the school will mainly be the top administration of the school and the program visited including the team who prepared for the visit.

The meeting should not go beyond 30 minutes. The meeting is held after the wrap-up session on Day 2 of the visit.

The following guidelines apply in the conduct of the meeting:

- 1. The survey team Chairperson presides over the meeting although some roles during the session may be delegated to the survey team members.

The Chairperson should strive to maintain a cordial and non-threatening atmosphere throughout the meeting.

- 2. The session begins with a prayer to be led by a member of the survey team.

After the opening prayer, the Chairperson will introduce the names and areas of the members while the head of school will introduce the names and positions of the representatives from the school.

- 3. At the start of the session, the Chairperson states the purpose of

the presentation. The presentation will include a summary of the **team's preliminary findings and conclusions. The Chairperson will** state that the final decision on the accreditation status of the school cannot be provided until all material is organized, reviewed by the respective Commission, and approved by the Board of Trustees.

4. The Chairperson should emphasize that the presentation is neither final nor comprehensive. The session aims to provide initial feedback to the school on the outcomes of the quality assurance process so that the school can begin working on some recommendations even while waiting for the official results of the survey visit. The recommendations should be based on evidence and thus, beyond reproach.

5. The presentation should include both strengths and areas for improvement. The report should be balanced and should not give the impression that no problems were found.

The presentation should be consistent with the Area Reports, however, these should not be lifted verbatim.

6. In case members of the institution or program question or challenge any point raised during the presentation of findings, the Chairperson should allow some time for the person to present the point and respond to it by presenting the evidence that supports the finding.

Efforts should be exerted to avoid sounding defensive when providing the basis for an observation that is being challenged by the school or to prolong the discussion.

7. At the end of the session, the designated spokesperson of the institution may be invited to render a concluding message.

The Chairperson then expresses appreciation to the school community and ends with a closing prayer.

### Final Meeting of Survey Team

The survey team holds a final meeting to resolve any issues that may have surfaced during the closing meeting with the school management.

## Typical Schedule for an On-site Survey Visit

	DAY 1	DAY 2	DAY 3
MORNING	Arrival at the institution	Individual and group interviews	Departure from the institution
	Orientation Meeting		
	Individual and group interviews		
	Classroom observations	Classroom observations	
	Inspection of Facilities	Inspection of Facilities	
	Study of Exhibits	Study of Exhibits	
	Other verification activities	Other verification activities	
		Visit the partner community or extension area	
LUNCHBREAK			
AFTERNOON	Individual Interviews	Final verification Activities	
	Classroom Observations	Report writing	
	Inspections of Facilities	Wrap-up Session	
	Study of Exhibits	Closing meeting with school management	
	Other verification activities	Final meeting of the Survey Team	
	Progress report session		

## Outcomes of a Survey Visit

### Initial Accreditation Status Granted

With the successful survey visit, 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.

### Full Accreditation Status Granted

After the three-year period, the institution or program undertakes another self-survey and is visited by a survey team. A favorable resurvey after the initial 3-year accreditation period merits for the program full accreditation for five years. Full accreditation indicates optimal compliance with PAASCU standards and requirements **and demonstrates the program's overall excellence** in the delivery of programs and services. The institution or program is also granted FAAP Level II re-accredited status at this time. Levels III and IV status may be granted in the future following the existing FAAP Guidelines.

Below are specific outcomes of each survey visit:

1. For Preliminary Survey Visits, the possible outcomes are:
  - a. The institution is eligible for a Formal Survey after one year.
  
2. For Formal Survey Visits, the possible outcomes are:
  - a. The institution is granted initial accreditation for three years.
  - b. The accreditation of the institution is not granted.  
The reasons for not granting accreditation to the institution must be indicated.
  
3. For Resurvey Visits, the possible outcomes are:
  - a. The institution is granted re-accreditation for five years.
  - b. The institution is granted re-accreditation for five years with an interim visit.  
The areas which will be evaluated during the interim visit, as well as the year when the institution is

expected to undergo the interim visit, must be indicated.

- c. The institution is granted re-accreditation for five years with an interim visit in all areas.

The year when the institution is expected to undergo the Interim Visit must be indicated.

- d. The re-accreditation of the institution is deferred.

The reason for the deferment must be indicated.

*N.B. The deferment of accreditation holds true only for institutions/programs which have re-accredited status. When an institution/program's re-accreditation is deferred, it implies that the institution/program has failed to fully comply with accreditation standards. The institution should work on its deficiencies and strive to regain its accredited status as soon as possible. Otherwise, its accredited status will expire.*

## The Survey Team

### Guidelines for the Selection of Survey Team Members

Each Commission prepares the initial team line-up for all scheduled visits based on the schedule of survey visits for the year and the list of accreditors provided by the PAASCU Secretariat. The initial team line-up is submitted to the Executive Director for final action.

In the selection of the survey team members, the Commission should be guided by the following:

1. Expertise required of the Survey Team Chairperson and members considering the area(s) assigned to them
2. Type of institution and programs to be visited which determines the level of complexity of the survey visit

For example, it may be best to assign experienced Survey Team Chairpersons and accreditors to institutions seeking accreditation for multiple programs.

3. Conflict of interest considerations that may influence the decisions of the Survey Team

Any indication of a possible conflict of interest should be immediately communicated to the Executive Director.

Below are examples of what may be considered a conflict of interest:

- being a graduate or former employee of the institution
  - serving as a consultant in the institution within the past five years
  - having immediate relatives working in the institution
  - having strong biases about the institution
4. As best as possible, an accreditor should not be assigned as Survey Team Chairperson in the same institution more than two times

Upon approval of the team line-up by the Executive Director, the Secretariat will contact the Survey Team members for confirmation of their availability for the survey. If any member of the Survey Team is not available for a visit, the Executive Director will look for an alternative. All team members will be requested to sign a Non-Disclosure and Confidentiality Agreement, and the Code of Conduct and Policy on Conflict of Interest.

The Secretariat will also provide the survey team line-up to the Commission Chairperson and the institution scheduled for a survey visit. In the event an institution requests a change in line-up for valid reasons, the Executive Director will be responsible for finding a suitable replacement.

The Survey Team will be accompanied by a PAASCU representative during a survey visit. The PAASCU representative will be assigned by the Executive Director.

## Role and Responsibilities of the Survey Team Chairperson

The leadership role of the Survey Team Chairperson is instrumental in the effectiveness and efficiency of the accreditation process. The Chairperson takes the lead in the conduct of an onsite or virtual educational audit, the results of which will guide the institution towards the improvement of its educational effectiveness. The results of the survey will also provide the Board of Trustees with a sound basis upon which to decide the accreditation status of the institution. Throughout the survey visit, the Chairperson is expected to conduct himself or herself professionally and ethically. He or she **must always keep in mind the institution's unique vision, mission, goals, and context** in the conduct of the different verification activities.

The Chairperson is the official spokesperson of the team throughout the visit and his or her primary responsibilities include the following:

1. Preparations before the scheduled survey visit:

At least two months before a scheduled onsite survey visit, the Chairperson should have received the following:

- a. a complete copy of the **institution's self**-survey report which includes a section on its philosophy and objectives
 

In the case of a formal survey or re-survey, the self-survey report includes the actions taken by the institution in response to the recommendations made by the previous Survey Team in the different areas.
- b. accreditation history of the institution
- c. organizational chart
- d. faculty profile
- e. enrolment figures
- f. copies of the relevant materials and documents containing important information about the institution: catalog, prospectus, brochures, manuals, handbooks, student publications
- g. **copy of the previous Chairperson's Report**

h. the survey team line-up

The Chairperson must get in touch with the PAASCU Secretariat if these materials are not received two months before a scheduled survey visit.

The Chairperson should provide the PAASCU Secretariat the itinerary of the scheduled visit so that the school may be informed about this.

2. **Reviewing and analyzing of the institution's Self-Survey Report;**

The Chairperson is expected to go over the entire Self-Survey Report of the institution without sacrificing an in-depth study of the specific area assigned to him or her. The Self-Survey Report serves as the primary source of information and basis for the verification activities throughout the survey visit.

Notations may be made on the copy of the report but these must be removed at the end of the survey visit.

3. Conducting the orientation meeting at the start of the survey visit;

The purpose of the meeting is to give the whole team a clear picture of the expectations and to explain the required output from the visit. It is important to emphasize to the Survey Team members the need for approaching the work **through the lens of the institution's unique vision and mission** and to remain focused on helping the school achieve its goals and fulfill its mission.

4. Conducting the progress report session;

5. Conducting the wrap-up session;

6. Conducting the closing meeting with the school management;

7. **Writing the Chairperson's report;**

When a consensus has been reached on the accreditation status of the institution, the Chairperson consolidates the

**various Area Reports and prepares the Chairperson's Report.** This report serves as a summary of the visit and is presented to the Commission for endorsement of approval to the Board of Trustees the accreditation status of the institution.

**The Chairperson is expected to submit the Chairperson's Report** at most three weeks to the PAASCU Secretariat. Upon submission to the PAASCU Secretariat, the report is forwarded to the respective Commissions where the report is reviewed before the presentation to the PAASCU Board of Trustees for final action.

8. Coordinating the work of the Survey Team members and ensure that the team is working collaboratively at all times;
9. Guiding members of the Survey Team, especially the inexperienced ones;
10. Taking over a particular area in case of an emergency.

## Role and Responsibilities of the Survey Team Members

The Survey Team is expected to work collaboratively towards arriving at a **collective assessment of an institution's clarity of purpose, organization of resources, and educational effectiveness.** Each member of the survey team is expected to contribute significantly to this undertaking. Throughout the survey visit, the members are expected to conduct themselves professionally **and ethically. They must always be mindful of the institution's unique vision, mission, goals, and context** in the conduct of the different verification activities.

The serious and enormous effort that the institution has put into the self-survey process and report deserves an equally serious response from each member of the survey team. The primary responsibilities of each member include the following:

1. Preparations before the scheduled survey visit

At least two months before a scheduled Survey Visit, each member of the Survey Team should have received the

following:

- a. **the institution's Self**-Survey Report in the case of a re-survey, the Self-Survey Report includes the actions taken by the institution or program in response to the recommendations made by the previous survey team for the particular area(s)
- b. copies of the relevant materials and documents containing important information about the institution: catalog, prospectus, brochures, manuals, handbooks, publications
- c. the survey team line-up

A survey team member who does not receive these materials two months before a scheduled survey visit must get in touch with the PAASCU Secretariat.

2. **Reviewing and analyzing of the institution's self**-survey report

Each member of the Survey Team is expected to go over the **institution's Self**-Survey Report to become familiar with the specific features in the assigned area. The report serves as the primary source of information and basis for the verification activities throughout the survey visit. Notations may be made on the copy of the report but these must be removed at the end of the visit.

3. Writing the Area Report

The Area Report contains the following: action taken on the recommendations made by the previous survey team (for formal and re-survey visits), best features, recommendations, and numerical ratings (for formal and re-survey visits).

## The Survey Report

The Survey Report summarizes the findings of the Survey Team during the survey visit. The way the report is written has a great influence on the morale and future progress of an institution or program.

The report should help the institution identify solutions to the problems and challenges that have been identified rather than prescribe specific ways of solving these. The report should provide valuable insights that can help the institution in addressing the factors affecting the quality of the educational program.

### Contents of the Survey Report

**The Survey Report includes the Chairperson's report and the Area Reports of the members. The Chairperson's report is a summary of the survey visit.** It should include the major findings and recommendations of the Survey Team to assist the respective Commission in making an informed recommendation to the Board of Trustees regarding the accreditation status of the institution or program.

#### **The Chairperson's Report contains the following:**

1. Introduction
  - a. Name of the institution and the program being visited with a brief description of the institution and the program
  - b. Type of survey visit (Preliminary Survey, Formal Survey, Re- survey, Interim Visit) and the dates of the visit
  - c. Statement on the number of accreditors in the Survey Team
  - d. Brief description of accreditation activities
  - e. Brief background related to the survey visit

The survey of only a specific set of areas as in the case of a second survey visit to an institution within three years of formal survey must be indicated in the Introduction. Reports for Consultancy and Interim Visits must also include the reason for such visits and the specific areas being evaluated.

2. Summary of Area Reports

This section presents a summary of the findings of the Survey Team. The highlights of the findings are presented by area in terms of best features and recommendations. It is not necessary to include all the recommendations in the **Area Reports. It will suffice to indicate that “additional recommendations may be found in the summary of Area Reports” or “a detailed presentation of the findings is found in the Area Reports”.**

3. Preparation of the Institutional Self-Survey

This part includes comments or remarks regarding how the institution accomplished the self-survey process. Comments on the preparation of the Self-Survey Report and exhibits as well as handling of the logistics related to the survey visit may also be included. These comments can help the institution prepare better for subsequent survey visits.

4. Recommendation of the Survey Team

The recommendation of the Survey Team on the accreditation status of the institution is indicated in this part of the report.

5. Conclusion and Signature of the Survey Team Chairperson

In the conclusion, words of appreciation for the institution are provided. The signature of the Survey Team Chairperson also appears in this section of the report.

The Area Reports are detailed reports per area covered during the Survey Visit. These reports include the following:

1. Action Taken on Recommendations of the Previous Survey Visit

The Survey Team members are expected to indicate in the Observation Summary form their judgment on the implementation of the recommendations made by the previous Survey Team. Each member of the Survey Team is given this form during the Orientation Meeting.

The following guidelines must be observed:

- a. A recommendation from the previous Survey Team that is judged as IMPLEMENTED does not require any explanation.
- b. A recommendation from the previous Survey Team that is judged as PARTIALLY IMPLEMENTED or NOT IMPLEMENTED but is being REITERATED requires a brief explanation. The explanation must indicate the aspect of the recommendation that has been implemented. The ACTION TAKEN is not the place to make new recommendations.
- c. A recommendation from the previous Survey Team that is judged as PARTIALLY IMPLEMENTED or NOT IMPLEMENTED but is NOT REITERATED requires a reason for the non-reiteration.
- d. In some instances, the non-reiteration is because the previous recommendation is no longer applicable. In such cases, the accreditor should state the follow-up action as NOT IMPLEMENTED. NO LONGER APPLICABLE. Alternatively, the following can be indicated: NOT IMPLEMENTED. THE TEAM ACCEPTS THE EXPLANATION OF THE SCHOOL.

2. Area Rating  
Each accreditor is expected to compute the rating for the assigned area based on the findings from the survey visit.
3. Best Features  
Best Features are statements that convey the strengths of the institution or program, which makes it unique and different from other institutions or programs. These are aspects that are outstanding and not basic features that are expected of any educational institution or program. An accreditor must strive to provide at least one best feature especially in cases where there does not seem to be any. The best features cited by the institution in the Self-Survey Report may serve as a reference.
4. Recommendations  
Recommendations should be based on a careful assessment of the area being surveyed. The recommendations should help the institution address the factors affecting the quality of its programs and the effectiveness of its services.

The following guidelines for the formulation of recommendations apply:

- a. Recommendations should be stated clearly and concisely.
- b. Stating two or more different recommendations as one recommendation should be avoided.
- c. General recommendations whose implementation cannot be easily ascertained or validated should be avoided.
- d. Any doubt about an assertion should be verified before including it in the report.
- e. Costly recommendations should be avoided especially in the case of institutions with limited resources.
- f. **Phrases such as “to review”, “to reconsider” or “to look into” should be avoided as these may not indicate the**

urgency of the recommendations.

- g. **Recommendations that come from the institution's** Self-Survey report must be expressed as an **endorsement of the institution's recommendation.**
- h. Recommendations of the previous Survey Team that are being reiterated must be grouped at the end of recommendations in the Area Report. This serves to distinguish between the recommendations from the previous Survey Team and the present Survey Team.

For preliminary surveys, the Area Reports contain only the Best Features and Recommendations. Recommendations need to be limited to those that the institution can accomplish until the formal survey visit, that is, within one year. No area ratings are given.

For Interim Visits, the report simply presents the extent to which the recommendations of the previous Survey Team in the specific areas have been acted upon. The number of recommendations that have been implemented, partially implemented, and not implemented is indicated in the report along with the corresponding percentages of these.

## Characteristics of a well-written report

A well-written survey report has the following characteristics:

1. The report analyzes, interprets, gives perspective, provides a detached point of view, and presents the quality of the **institution's** achievement. Descriptions of what the institution is and does are minimal.
2. The report is objective, fair, and accurate. Unverified information is omitted rather than cited. Assumptions and unsupported generalizations are not made.
3. The area ratings, best features, and recommendations convey the same message throughout the report.

The best features are outstanding or commendable features of the institution or program and the recommendations are realistic. When the best feature or the recommendation

appears in more than one area, the team should decide the best place for this.

4. There are no first-person statements. The impersonal approach is used.
5. The report provides a balanced analysis, recognizing accomplishments as well as problems. The focus is on matters of significance. Temporary and trivial issues are avoided.
6. **The words ‘evaluator’ and ‘evaluation’ or similar words are used instead of ‘inspector’ and ‘inspection’.**
7. No references to individuals are made. Where necessary, the names of positions such as **‘Guidance Counselor’ or ‘Dean’ are used.**
8. The language used in the report is beyond reproach and grammatically correct. Vague or ambiguous terms are avoided. The report is coherent and well-structured.

## Protocol on the Evaluation and Approval of the Survey Reports and Accreditation Decisions

The following protocol should be observed as regards the approval of the survey report and accreditation decisions:

1. Upon submitting the Survey Report to the PAASCU Secretariat, the latter will submit the report to the appropriate Commission for evaluation during a scheduled meeting held for such purpose.
2. The Commission will evaluate the Survey Team Report. The Chairperson of the Survey Team will be called when the Commission will make a significant change in the report, particularly regarding the accreditation decision. A consensus on the change has to be arrived at among the Commission members and the Chairperson of the Survey Team.
3. The Commission will endorse the accreditation decision to the Board of Trustees for final approval.

4. PAASCU will submit the accreditation decision to FAAP for certification of the accreditation level.
5. The Secretariat will communicate the accreditation decision through a letter signed by the PAASCU President.
6. All questions, concerns, issues, complaints, or follow-up related to a survey visit must initially be referred to the PAASCU Secretariat.

## Guidelines on Accreditation Decisions

### FOR A FORMAL VISIT:

A program that passes the formal visit will be given an accreditation status for three years. The school will also become a full-fledged member of PAASCU. If the program does not pass, the accreditation will be on hold until it passes another visit.

### FOR RESURVEY VISITS:

#### ACCREDITATION GRANTED

A program with a rating of 3.0 or higher in all areas is granted a reaccreditation status for five years.

#### ACCREDITATION GRANTED WITH INTERIM VISIT

The following are the causes of granting reaccreditation status with an interim visit:

1. A program that receives a rating of 3.0 in either the area of Faculty\* or the area of Curriculum and Instruction\*\*, or in both areas; or
2. When one to two areas, exclusive of the area of Faculty and/or the area of Curriculum and Instruction, is/are rated below 3.0.

The reaccreditation status will be granted for five years with an interim visit on the second year in the area/s of deficiency.

## ACCREDITATION DEFERRED

The following are the causes why the accreditation of a program is deferred:

1. If either the area of Faculty or the area of Curriculum and Instruction is rated below 3.0;
2. In instances where three or more areas receive ratings lower than 3.0; or
3. In case an area is rated considerably poor (2.5 or lower).

The deferral of accreditation will be lifted once the institution addresses the reason for the deferral. If the reason for the deferral has not been addressed within five years, the program will lose its accreditation status.

\*In the 2021 Survey Instrument, this refers to Standard 8 (Human Resources)

\*\*In the 2021 Survey Instrument, this refers to Standards 11, 12, 13 (Curricular Programs, Teaching-Learning Methods, Assessment Methods), and Standard 20 (Educational Results)

# THE 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.

## V. 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. 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.

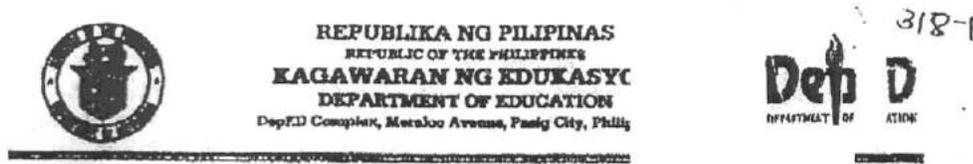
**Article VII**  
**Effectivity**

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. Department of Education Order No. 32, series of 2006



DepED ORDER  
No. 32, s. 2006

JUL 31 2006

### REVISED POLICIES ON VOLUNTARY ACCREDITATION FOR ELEMENTARY AND SECONDARY PRIVATE SCHOOLS IN AID OF QUALITY AND EXCELLENCE FOR BASIC EDUCATION

- To: Bureau  
Directors  
Regional  
Directors  
Schools Division/City Superintendents  
Heads, Private Elementary and Secondary Schools
1. Statement of Policy
    - a. It is the declared policy of the State to encourage and assist, through the Department of Education (DepED), private elementary and secondary schools which desire to attain standards of quality over and above the minimum required by the State.
    - b. For this purpose, the DepED encourages the use of voluntary non-governmental accreditation system in aid of the exercise of its regulatory functions. The DepED will "promote a policy environment which supports the non-governmental and voluntary character and protects the integrity of the accreditation process.
    - c. The DepED recognizes the pioneering work and efforts of the accrediting agencies 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 (PACUCOA).
    - d. The DepED hereby authorizes the FAAP as the agency that would certify the accredited status of schools in accordance with its own standards for purposes of the grant of progressive deregulation status and other benefits as contained in this Order.

## 2. Accreditation Levels

- a. The scheme for progressive deregulation of qualified educational programs established pursuant to Part III, Rule IV, Section 2b of the Implementing Rules of Batas Pambansa Blg. 232 and to Resolution No. 66 of the Regular Session of the Batasang Pambansa otherwise known as the National Development Plan, 1983-1984 shall be upheld.
- b. 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 (2) consecutive years, are classified as candidates for one of three (3) accredited levels:
  - b.1 Candidate Status: schools which have undergone a preliminary survey visit and are certified by FAAP as capable of attaining accredited status within two years.
  - b.2 Level I Accredited Status: schools which have been granted initial accreditation status for a period of three years by any of the FAAP member agencies and duly certified by the Federation.
  - b.3 Level II Re-Accredited Status: schools which 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.
  - b.4 Level III Re-Accredited Status: schools which have been granted re- accreditation status and have met the additional criteria/guidelines set by FAAP for this level. The schools should satisfy the following criteria/guidelines:
    - i. A reasonably high standard of instruction.
    - ii. Well-developed mechanism for improving and upgrading its own curriculum.
    - iii. Creditable performance of its teachers that promote effectiveness of teaching and learning.
    - iv. High level of achievement and performance of students in both academic and co-curricular activities.
    - v. A highly visible community extension program describing the nature and extent of student and teacher involvement and the impact of such program to the community.
    - vi. A strong faculty development tradition evidenced by an appropriate budget allocation and/or systematic plan for staff development programs.

The school should submit documentary evidence to support their claims.

Only schools that have been granted “clean” re-accreditation, meaning that no progress report or interim visits are required within the five-year accreditation period, may apply for level III status.

### 3. Benefits

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

#### a. Level I

- a.1 Partial administrative deregulation, provided that reports of promotion of students and lists of graduates are available for review by the Department of Education (DepED) at all times.
- a.2 Financial deregulation, in terms of setting tuition and other school fees and charges.
- a.3 Partial curricular autonomy, provided that the minimum requirements and guidelines are complied with and the revised curriculum is submitted to DepED Regional Offices.
- a.4 Authority to graduate students without prior approval of DepED.
- a.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.
- a.6 Right to use on its publication or advertisement the word “ACCREDITED” pursuant to DepED policies and rules.
- a.7 Limited visitation, inspection and/or supervision by DepED supervisory personnel or representatives.

#### b. Level II

- b.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.
- b.2 Financial deregulation, in terms of setting tuition and other school fees and charges.

- b.3 Full curricular autonomy, i.e. authority to modify the curriculum without DepED approval provided that the minimum requirements and guideline are complied with and the modified curriculum is an enriched version of the 2002 Basic Education Curriculum and is submitted to DepED Regional Offices.
- b.4 Authority to graduate students without prior approval of DepED.
- b.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.
- b.6. Right to use on its publication or advertisement the word "ACCREDITED" pursuant to DepED policies and rules.
- b.7. Limited visitation, inspection and/or supervision by DepED supervisory personnel or representatives.
- c. Level III
  - c.1 All the benefits for Level I and II.
  - c.2 Full curricular autonomy, including the authority to innovate without need for prior approval provided that the concerned DepED Regional Office is duly informed.
  - c.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.

4. Effectivity

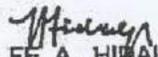
This Order supersedes DECS Order No. 93, s. 1992 entitled "Revised Policies on Voluntary Accreditation and Deregulation" and shall take effect immediately.

Other existing DECS/DepED issuances contrary to or inconsistent with this Order are also hereby rescinded.

Reference:  
DECS Order: (No. 93, s. 1992)

Allotment: 1-- (D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

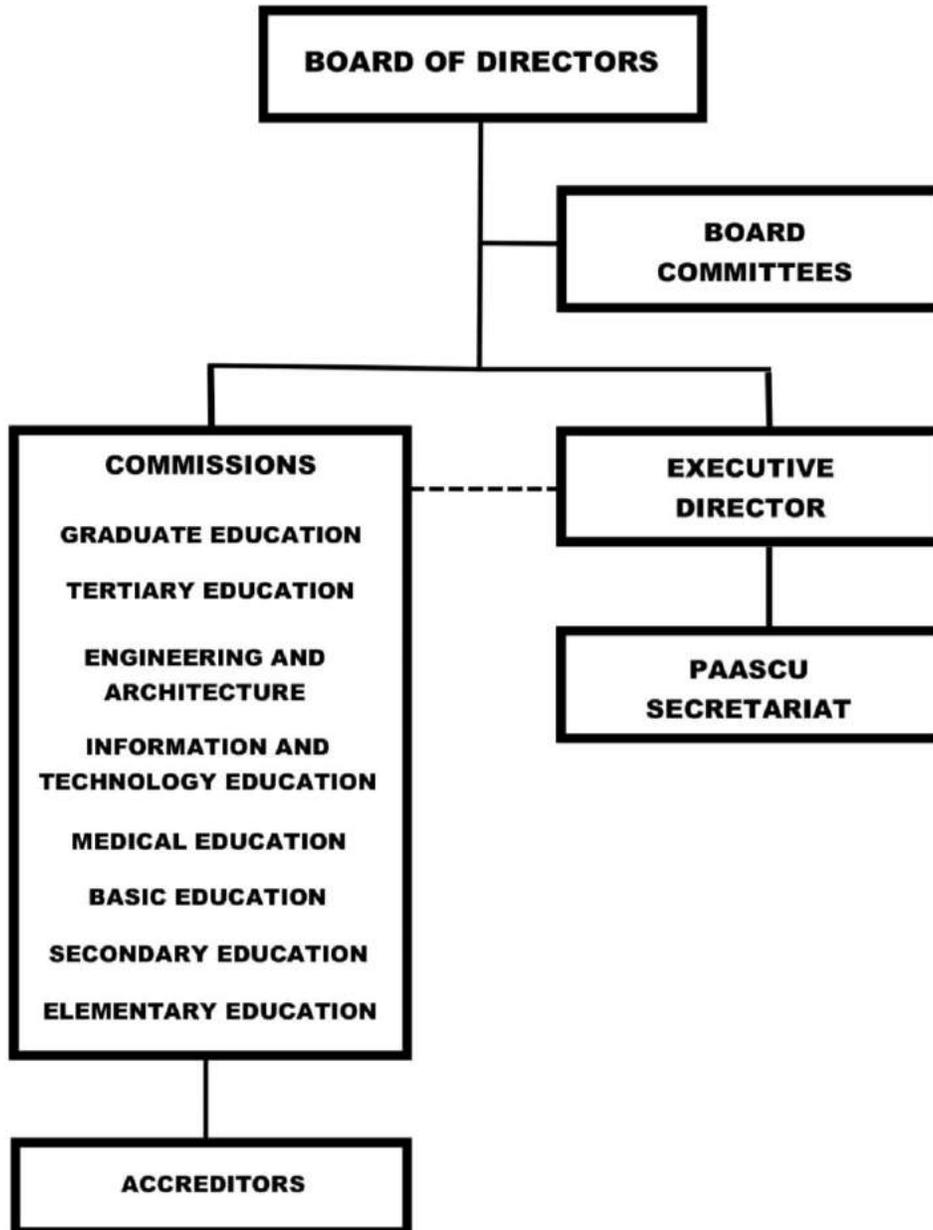


FE A. HIRALGO  
Undersecretary  
Officer-in-Charge

### C. PAASCU Organizational Structure



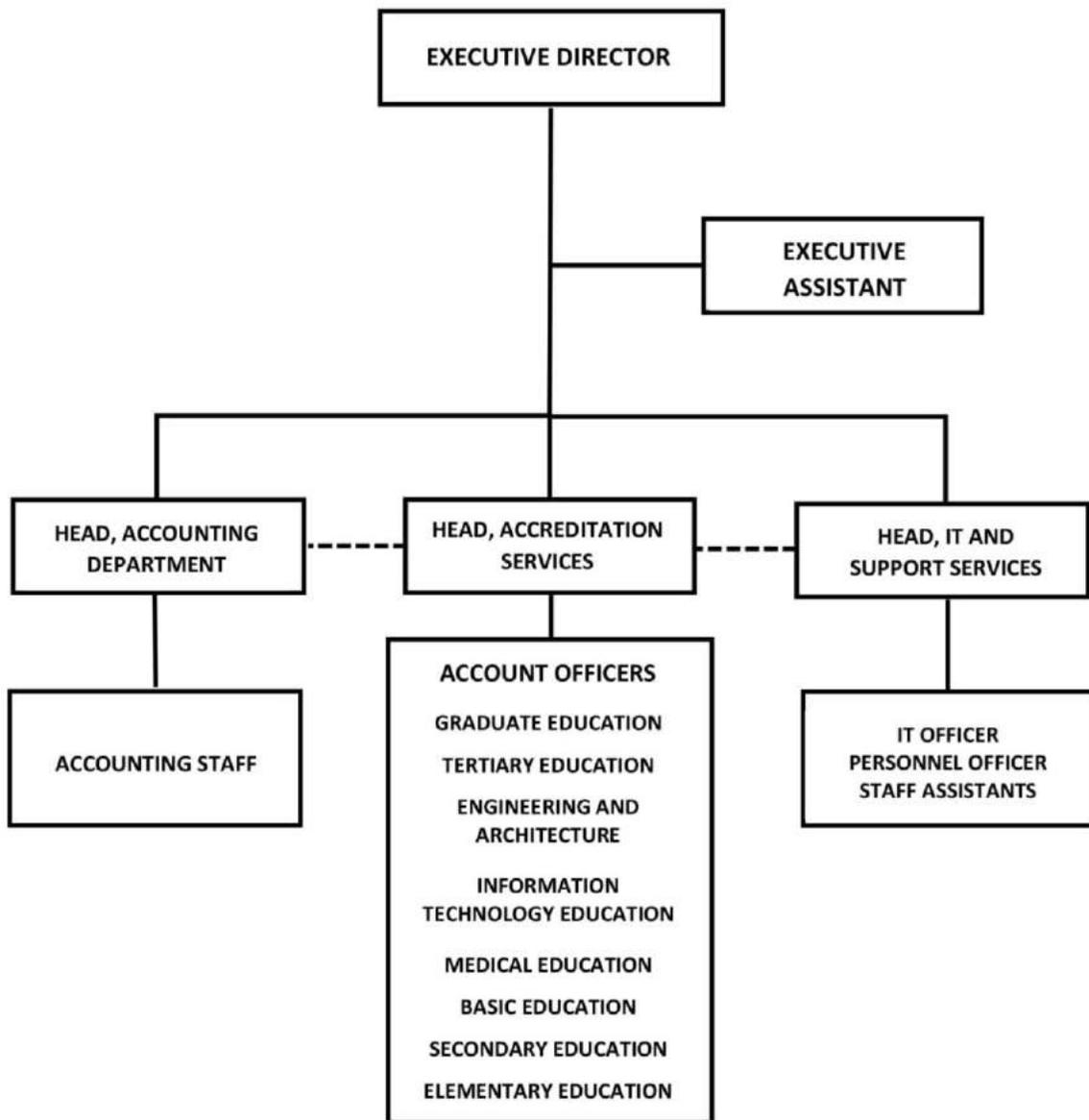
PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES  
ORGANIZATIONAL CHART



## D. PAASCU Secretariat Organizational Structure



### PAASCU SECRETARIAT ORGANIZATIONAL CHART



## E. 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.

## F. 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 advise 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**

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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%

## G. 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*

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

## H. Guidelines for Applicant Schools – Basic Education Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

### GUIDELINES FOR APPLICANT SCHOOLS BASIC EDUCATION 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 Grade School/High School/Basic Education committed to institutional improvement through the guidance of PAASCU's Commissions may request to become an APPLICANT INSTITUTION. The requirements are:

- a.) An application letter from the President of the School addressed to the PAASCU Board of Trustees:

*The President  
PAASCU  
Unit 107, The Tower at Emerald Square  
J.P. Rizal corner P. Tuazon Sts.  
1109 Quezon City*

*Telephone Nos.: (02) 8911-2845; 8913-1998; 3421-6227  
Fax No.: (02) 8911-0807  
E-mail: info@paascu.org.ph*

- b.) DepEd certificate of recognition.

c.) Submission of the following:

1. The mission statement and goals of the school
2. Enrolment Profile
3. The members of the governing board and their qualifications
4. Copy of By-Laws
5. List of faculty members and their academic qualifications
6. Other pertinent brochures or publications

3. TERMS AND CONDITIONS

- a. Applicant status is granted for a maximum period of three 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 Commissions on Elementary, Secondary and Basic Education.
- c. Review of the Annual Progress Report submitted to the Commissions on Elementary, Secondary and Basic Education.

## I. Guidelines for Applicant Schools – Senior High School Program



Philippine Accrediting Association of Schools,  
Colleges and Universities

### GUIDELINES FOR THE ACCREDITATION OF SENIOR HIGH SCHOOLS OR SENIOR HIGH SCHOOL PROGRAMS

#### INTRODUCTION

The implementation of The Enhanced Basic Education Act of 2013 (Republic Act 10533) presents an opportunity for the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) to extend the accreditation process to Senior High Schools or Senior High School programs.

The PAASCU Board of Directors approved during its meeting last Friday, 24 May 2019, the commencement of the accreditation of Senior High Schools or Senior High School programs this school year 2019-2020.

#### GUIDELINES FOR SENIOR HIGH SCHOOL ACCREDITATION

1. All Senior High Schools or Senior High School Programs have to go through a Preliminary Survey.
  - a. The application period for a Preliminary Survey will be from July-August 2019.
  - b. Given the number of schools involved, the Preliminary Survey Visits will be scheduled from SY 2019-2020 until SY 2021-2022.
  - c. For SY 2019-2020, the Visits will be scheduled beginning January 2020.

2. Institutions must have graduated at least two (2) batches of Grade 12 students to be eligible to apply for a Preliminary Survey of their Senior High School or Senior High School Program.
3. For institutions where there is either (a) one School Head for Basic Education or (b) one School Head for Junior High School and Senior High School, the following will apply:

- a. If the Basic Education program is scheduled to have its Preliminary, Formal, or Re-Survey Visit this school year 2019-2020 (from November 2019 onwards), the school may choose to also go for the Preliminary Survey Visit of the Senior High School or Senior HS Program on the same date as the Visit to the Basic Education program.

In such cases, additional accreditors will be assigned for specific areas as necessary.

The intention is for the Senior High School or Senior HS Program Re-Survey Visits to be synchronized with the Basic Education Department Re-Survey Visits in due time.

- b. If the Junior High School Department is scheduled to have its Preliminary, Formal, or Re-Survey Visit this school year 2019-2020 (from November 2019 onwards), the school may choose to also go for the Preliminary Survey Visit of the Senior High School or Senior HS Program on the same date as the Visit to the Junior High School Department.

In such cases, additional accreditors will be assigned for specific areas as necessary.

The intention is for the Senior High School or Senior HS Program Re-Survey Visits to be synchronized with the Junior High School Re-Survey Visits in due time.

4. When an institution applies for the Preliminary Survey of its Senior High School or Senior High School program, the following must be submitted:

- a. A brief description of the school's K-12 Transition Plan with the applicable timetable.
  - b. A brief description of how the Senior High School or Senior High School program is situated in the institution, including the institutional organizational chart.
  - c. Number of batches graduated and the number of graduates per batch.
  - d. Current student population of the Senior High School.
  - e. Proposed date for the Preliminary Survey Visit.
5. The Commissions on Secondary and Basic Education will be responsible for overseeing the accreditation of Senior High Schools or Senior High School Programs.
- a. The Commission on Basic Education will be responsible for Senior High Schools where there is only one School Head for the Elementary, Junior High School, and Senior High School.
  - b. The Commission on Secondary Education will be responsible for Senior High Schools where there is only one School Head for the Junior High School and Senior High School or where the Senior High School has its own School Head.
  - c. For institutions where the combined population of the Elementary, Junior High School, and Senior High School is too big to be considered as Basic Education, will be classified under b as far as the accreditation of the Senior High School or Senior High School program is concerned.



<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		

## K. 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		

## L. 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="margin-left: 20px;">Section II - Faculty</p> <p style="margin-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: 40px;">Section II - Faculty Section III - Curriculum and Instruction Section V - Laboratories Section IX - Research Section X - Extension</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 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)		
6. 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>Section II - Faculty Section III - Curriculum and Instruction 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 Section III - Curriculum and Instruction 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>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		

## M. Checklist of Submitted Reports and School Materials – Basic Education Programs



Philippine Accrediting Association of Schools,  
Colleges and Universities

### FOR GRADE SCHOOLS

#### 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):		
Section I - Philosophy and Objectives		
Section II - Faculty		
Section III - Administration and School Staff		
Section IV - Curricular Programs and Instruction		
Section V - Instructional Media Center		
Section VI - Student Services		
Section VII - Facilities		
Each of the area report should contain the following:		

<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 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		



Philippine Accrediting Association of Schools,  
Colleges and Universities

FOR JUNIOR HIGH SCHOOLS

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
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p>Section I - Philosophy and Objectives</p> <p>Section II - Faculty</p> <p>Section III - Curriculum and Instruction</p> <p>Section IV - Library and Audio-Visual Center</p> <p>Section V - Laboratories</p> <p>Section VI - Facilities</p> <p>Section VII - Student Services</p> <p>Section VIII - Administration</p> <p>Section IX - School and Community</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> </ul>		

<ul style="list-style-type: none"> <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>		
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		



Philippine Accrediting Association of Schools,  
Colleges and Universities

FOR BASIC EDUCATION

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):  Section I - Philosophy and Objectives Section II - Faculty Section III - Curriculum and Instruction Section IV - Library and Audio-Visual Center Section V - Laboratories Section VI - Facilities Section VII - Student Services Section VIII - Administration Section IX - School and Community  Each of the area report should contain the following: <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> </ul>		

<ul style="list-style-type: none"> <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 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		



Philippine Accrediting Association of Schools,  
Colleges and Universities

SENIOR HIGH SCHOOL 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
<p>1. Self-Survey Report for the following areas (to be submitted separately):</p> <p>Section I - Philosophy, Vision, Mission, Goals, and Objectives</p> <p>Section II - Faculty</p> <p>Section III - Curriculum and Instruction</p> <p>Section IV - Library and Audio-Visual Resources</p> <p>Section V - Laboratories</p> <p>Section VI - Facilities</p> <p>Section VII - Student Services</p> <p>Section VIII - Leadership and Governance</p> <p>Section IX - School and Community</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> </ul>		

<ul style="list-style-type: none"> <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		

## N. Faculty Profile Template – Graduate 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			

NB: Start with the faculty on full-time status

# O. Faculty Profile Template – Tertiary Programs



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

**FACULTY PROFILE TEMPLATE FOR TERTIARY PROGRAMS**

NAME	STATU S	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 Equi vale nt	TOTAL
						Profession al Subjects	UNIT(S)	Profession al Subject	UNIT(S)	Profession al Subject	UNIT(S)			

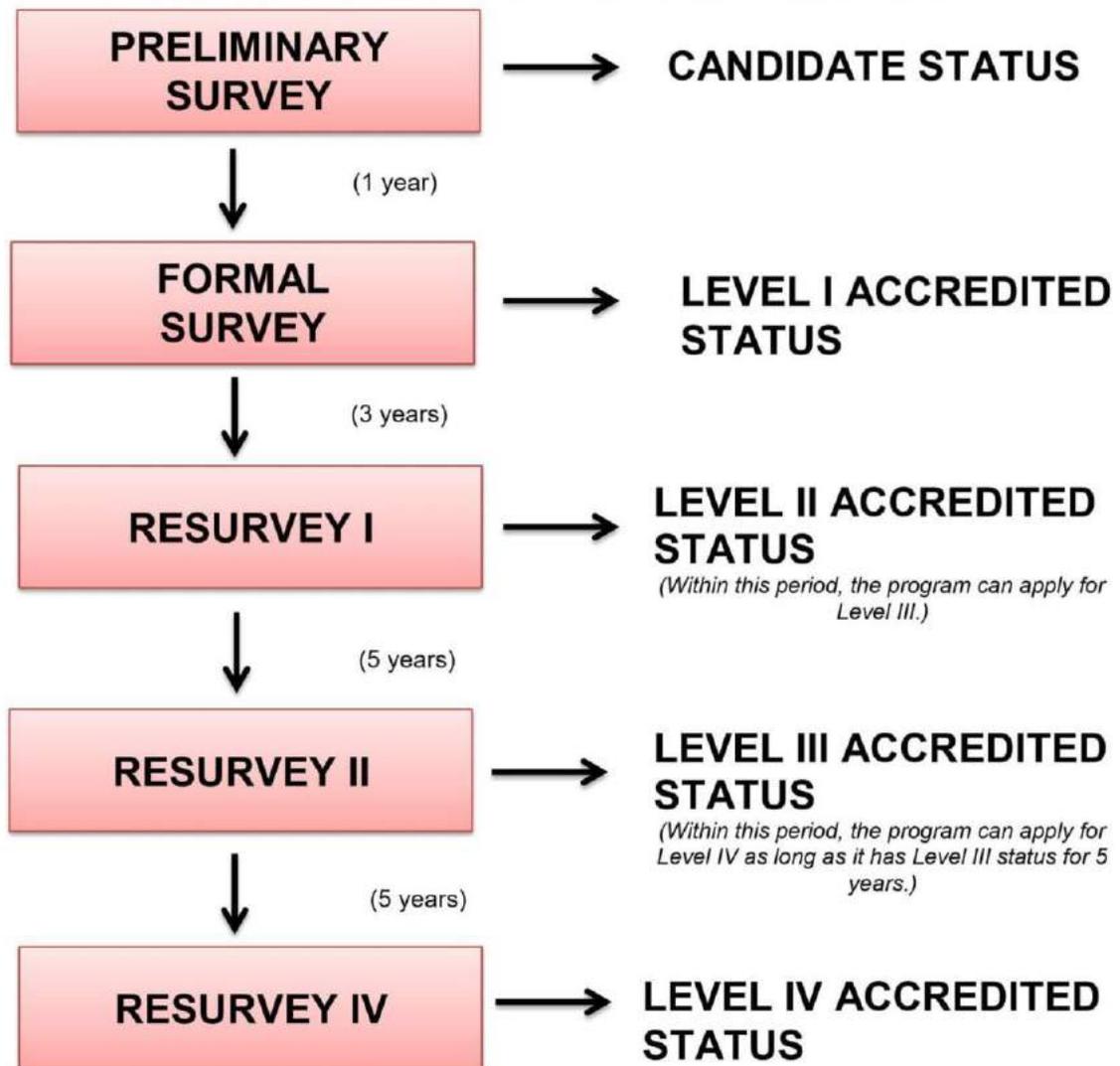
1. *Start with the faculty who have Graduate degrees followed by those without Graduate degrees.*
2. *\*From columns 7-9, indicate programs that are being visited by the PAASCU Team; add columns, if necessary.*

## P. FAAP Accreditation Levels Flowchart



# FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES

### 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.

# Q. 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**

## R. 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.
1. 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.
1. 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.
1. 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				
<b>TOTAL</b>		<b>100%</b>		<b>100%</b>

- 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%

Indicate the performance of the graduates in government licensure examinations in the last five years, where this applies.

GOVERNMENT LICENSURE EXAM: \_\_\_\_\_

Date of Board Examination	School's Passing Percentage	National Passing Rate

## S. FAAP Application Form for Level III – Basic Education Programs



# FEDERATION OF ACCREDITING AGENCIES OF THE PHILIPPINES

### PROCEDURES FOR APPLICATION & CERTIFICATION OF LEVEL III STATUS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL PROGRAMS

This policy is directed to schools which have been granted “clean” reaccreditation status by their respective agencies and are eligible to apply for Level III, based on the provisions of DepEd Order No. 32, s. 2006.

#### **Eligibility Requirement:**

An accredited program must have successfully undergone a resurvey visit and must have been awarded a 5-year “clean” re-accreditation status.

#### **Procedures:**

1. The accrediting agency informs the school that it is eligible to apply for Level III.
2. The agency sends the criteria and the corresponding forms to the school to be filled out. The agency determines the time frame within which the Level II applicant institution should submit the documents.
3. **No visitation is required for those invited to apply for Level III. Submitted documents shall be the basis for granting Level III.**
4. The accrediting agency reviews the documents submitted and verifies compliance with the criteria set by DepEd and FAAP. *(Note: Supporting documents for the different criteria should be current, i.e. within the last five years)*
5. If found worthy of Level III status, the accrediting agency recommends to the FAAP that the accredited program be granted Level III status based on the following documents submitted by the agency:
  - Name of school, school head, address, program applying for Level III, date of initial accreditation, date of last re-accreditation and Board decision.
  - A brief description of the documentary evidence for each indicator used.
  - A statement on where said evidence could be located should a need arise to review them.
6. The FAAP Board during a regular meeting shall review the report submitted by the agency and certify that the program is granted Level III status. **The new status shall be co-terminus with the number of years granted during the last accreditation.**
7. The FAAP shall issue the corresponding certificate attesting to the Level III status of the program.

**APPLICATION FOR LEVEL III  
(Elementary and Junior High School Programs)**

Name of School : \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Tel. No.: \_\_\_\_\_ Fax No.: \_\_\_\_\_ Email: \_\_\_\_\_  
 Date when accreditation was first granted: \_\_\_\_\_  
 Latest accreditation status (number of years): \_\_\_\_\_  
 Validity (indicate year): \_\_\_\_\_  
 Total Student Enrolment: \_\_\_\_\_

**FACULTY PROFILE**

DEGREES COMPLETED	NO. OF TEACHERS	PERCENTAGE
Ph.D.		
Master's Degree		
B.S.Ed/B.E.Ed		
AB/BS with 18 units in Education		
Others		
<b>TOTAL</b>		

*In reporting degrees, use the individual's highest or more appropriate degree.*

**From the given number of faculty:**

- Total Number of faculty with license \_\_\_\_\_
- Total Number of faculty without license \_\_\_\_\_

Submitted by:

\_\_\_\_\_

President/Director/Principal

Date: \_\_\_\_\_

## GUIDELINES/ CRITERIA FOR LEVEL III STATUS

These guidelines/criteria are meant to help the schools as they prepare the documents for submission to the PAASCU Secretariat. **The narrative report should be limited to 100 pages. Appendices should also be limited to a maximum of 100 pages.**

### **1. A reasonably high standard of instruction**

- Use of innovative teaching strategies across subjects in the delivery of curriculum content and learning outcomes
- Use of innovative materials and equipment to support learning
- Clear description of the process of monitoring and evaluating standards of instruction

### **2. Well-developed mechanism for improving and upgrading its own curriculum**

- Description of the curriculum. Presentation of subject description to indicate:
  - System of integration
  - Uniqueness of the curriculum
- Description of the process of reviewing and upgrading the curriculum

### **3. Creditable performance of its teachers that promote effectiveness of teaching and learning**

- Description of the basis for rating faculty performance
- Updated list of the faculty's academic and professional qualifications (*Appendix A*)
- Evidence to show outstanding performance of teachers
- List of faculty's productive scholarship (e.g. books, manuals, research, modules and other articles published)

### **4. High level of achievement and performance of students in both academic and co-curricular activities.**

- Performance of students in government and nongovernmental examinations
- Awards received in academic and non-academic competitions (municipal, provincial, regional, national and/or international level)
- Outstanding performance of students in seminars, conferences, leadership trainings, etc.

### **5. A highly visible community extension program describing the nature and extent of students' and teachers' involvement and the impact of such programs on the community.**

- Description of the Community Extension Program

- A copy of the program plan and the budget requirement. Sourcing and funding of the program
  - Identify recipients/ beneficiaries of the program
  - Impact studies or evaluation of the program
- 6. *A strong faculty development tradition evidenced by an appropriate budget allocation and/or systematic plan for staff development***
- Description of the Faculty/Staff Development Program
  - Present evidence of budgetary allocation for faculty/staff development program

### **GUIDELINES FOR THE SUBMISSION OF THE REPORT**

1. The school should fill out the Application Form for Level III.
2. Prepare a narrative report for each criterion and put together the pertinent documents or evidences to support your responses.
3. Documents presented should be current, i.e. within the last five years.
4. An index of the exhibits or appendices to the narrative report should be prepared for each criterion and included at the end of every section.
5. Two copies of the report should be submitted to the Secretariat.

T. FAAP 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.*











## U. 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**

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











## V. 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		
• Total Number of Programs with Level IV Status		
• Total Number of Programs with Level III Status		
• Total Number of Programs with Level II Status		
• Total Number of Programs with Level I Status		
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>		



## W. 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 Basic Education Programs using Modular Distance Learning (Supplement to the BED Survey Instrument)

#### Introduction

There are three types of Modular Distance Learning: Printed Modular Learning, Digital Modular Learning, and Online Distance Learning.

- a. Printed Modular Learning involves learning packets (handouts, worksheets, and other self-directed learning materials) that are either delivered to the students' homes or picked up by their parents or guardians from the school according to a set schedule.
- b. Digital Modular Learning involves e-modules saved in USBs, flash drives, or CDs, including e-books, courseware, and other offline content formats. Students need computers, laptops, tablets, or mobile phones to access these materials.
- c. Online Distance Learning involves learning resources that students can access through technology devices with internet connectivity.

Some schools utilize a combination of any of these three types of Modular Distance Learning.

#### Requirements

To effectively assess the various areas of the school's operations, the items below will be required to supplement the requirements indicated in the survey instruments. Specific provisions for best practices in modular learning are explicitly identified under the area of Curriculum and Instruction. The existence of these provisions indicates evidence of the school's commitment to continue providing quality education even during the pandemic. A narrative explanation of these requirements is presented in the Comments section under each Area of the Self-Survey Report. All supporting evidence must be 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 presentation covering essential features of the adopted community
  - Opportunity to virtually interview community leaders or critical persons in the adopted community during the Survey Visit

2. Faculty
  - New work engagement with the school of full-time and part-time faculty, if any
  - Supervisory Program and Performance Evaluation System compatible with Modular Distance Learning processes including instruments used
  - Faculty development programs designed to support teachers in the use of the teaching-learning modalities adopted by the school
  - Faculty qualifications, specifically in terms of their competence in technologies relevant to the teaching-learning modality adopted by the school
  
3. Curriculum and Instruction
  - Modified curriculum map (if any) consistent with the Learning Continuity Plan of the school
    - i. Modules are systematically arranged and organized according to the curriculum map or syllabus
    - ii. Modules are designed to support the students' acquisition of knowledge and skills and demonstration of learning outcomes.
    - iii. Modules reflect alignment among the lesson objectives, learning outcomes, activities, resources, and assessments.
  - Curriculum map or syllabus for each subject area
  - Description of the teaching-learning modalities adopted by the school
  - Teaching-learning platforms or Learning Management Systems used were blended or hybrid learning modalities are implemented
    - i. Self-directed learning modules are designed to promote and support independent learning.
    - ii. Modules include the lesson content, the learning activities, assessment tasks, and expected outputs and outcomes.
    - iii. Modules provide students with clear and sufficient explanations, relevant examples, detailed illustrations, step-by-step procedures, or guided investigation tasks to help them understand concepts and develop their skills in the different subject areas.
    - iv. Students' learning experiences involve using available and accessible learning platforms or tools to achieve the learning goals.
    - v. Students can develop self-directed learning skills by managing the learning tasks and monitoring their progress without having to be directed by others.
    - vi. Students document their learning through a portfolio or other required format.
    - vii. Students' progress in accomplishing modules is determined by their performance in formative and summative assessments contained in the modules.
    - viii. Modules help students see the continuity of their learning through the various forms of engagement.

- Teaching-Learning Environment
  - i. Students have full access to the learning resources warranted by the Modular Distance Learning modalities adopted by the school and the capacity to use, store, or retrieve these.
  - ii. Learning resources are available in varied formats relevant to the Modular Distance Learning modalities adopted by the school and are easy to locate and access.
  - iii. Students and teachers interact with each other in practical ways and venues (e.g., synchronous or asynchronous) through the available communication system and tools in the learning platforms adopted by the school.
  - iv. Teachers actively gather data on student engagement and performance through the provisions for learning analytics in the learning platforms and use the data to provide suitable coaching to students.
  - v. Teachers utilize the tools and features of the learning platforms to engage students and facilitate their achievement of learning outcomes.
  
- Assessment of learning outcomes
  - i. Modules provide students with varied opportunities to check their understanding of the lesson content, assess their performance with learning outcomes, and their readiness for the next module.
  - ii. Students receive in varied ways timely feedback regarding their work outputs and guidance for self-improvement.
  - iii. Students are pre-assessed regarding their readiness for self-directed learning. Follow-up activities are done to enable students to achieve the readiness level required in subsequent modules.
  
- Supervision of instruction
  - i. Modules follow a template concerning language, tone, format, and length in terms of learning hours.
  - ii. An orientation on the Modular Distance Learning modalities and technical support is available to teachers and students.
  - iii. The time needed for students to complete the modules is carefully determined and regulated to ensure that adequate time is given to accomplish the different learning tasks and requirements.
  - iv. Teachers help students see the connections across the different modules.
  - v. Teachers' interaction with students through different forms of engagement (e.g., synchronous and asynchronous sessions) is monitored and assessed.
  - vi. Academic integrity policies are reflected in the modules.

- Co-curricular programs
    - i. Through virtual processes, students enhance their learning by interacting, consulting, or collaborating with local and international experts or practitioners and other resource persons from the community.
    - ii. The various support services of the school provide virtual activities where students can interact with one another.
  - Academic Consultation
    - i. Teachers indicate in the modules how and when students may get in touch with them for any questions or concerns related to the lessons. The contact information is provided in varied formats.
    - ii. The amount of time students can expect their teachers to respond to their questions or concerns related to the lessons is indicated in the modules.
    - iii. The schedule reserved for academic consultation should take into consideration the students' program.
    - iv. Student feedback reflecting their satisfaction or difficulties with the modules and the provisions for academic consultation is obtained and used to ensure student success in completing the modules and in the learning process in general.
  - Description of the conduct of Physical Education and laboratory classes
4. Library and Laboratories
- Collections, especially the digital and online collections as well as facilities and equipment
  - Description of how the school community, especially students and teachers, access library materials online
  - Data on the use of library and laboratory resources, including access to digital and online collections as well as facilities and equipment
  - Any other The amount of time students can expect their teachers to respond to their questions or concerns related to the lessons is indicated in the modules
  - Other online support services provided by library and laboratory staff
5. Facilities
- Provisions for access to the school facilities during the pandemic, if allowed
  - Health and safety protocols related to the use of physical facilities
  - Maintenance program being implemented during the pandemic
  - Video presentation covering a virtual tour of critical buildings, learning spaces, other facilities, and essential equipment
6. Student Services
- Description of how various student services and programs are provided to home-based students

- Student services and programs that were initiated to address 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 that were adopted to mitigate risk and continue educational processes and other school operations)
  - Description of IT infrastructure that supports teaching-learning processes and other school activities



## 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

## X. List of Evidence per Program



Philippine Accrediting Association of Schools,  
Colleges and Universities

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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.

## Y. 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</li> </ul>	3. School to be visited

	<p>using the digital storage facility of the school</p> <p>b. access information to the digital file</p> <p>c. access information to the LMS of courses on programs to be visited (b and c will be emailed to the PAASCU Secretariat)</p> <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>	<p>1. Review the Self-Survey Report and supporting materials and email any additional request to the Survey Team Chair who will consolidate the same</p> <p>2. Email the consolidated request to PAASCU Secretariat</p> <p>3. Email the consolidated request to the school</p> <p>4. Email the Secretariat the following:</p> <p>a. Completed Non-Disclosure and Confidentiality Agreement Form</p> <p>b. Completed Code of Conduct and Policy on Conflict of Interest Form</p> <p>c. Completed Interview Photo and Video Consent Form</p>	<p>1. Survey Team and the PAASCU Secretariat</p> <p>2. Survey Team Chair</p> <p>3. PAASCU Secretariat</p> <p>4. Survey Team</p>
<p>The 3<sup>rd</sup>-4<sup>th</sup> week after submission of the Self-Survey report</p>	<p>1. Submit requested materials through the digital file storage facility and email PAASCU of this submission including the access information</p>	<p>1. School to be visited</p>

	2. Email Survey Team about the submission and access information	2. PAASCU Secretariat
1 month before the survey visit	<ol style="list-style-type: none"> <li>1. Email the PAASCU Secretariat the 2-day Visit Schedule (with the list of interviewees)</li> <li>2. Email the school the following: <ol 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> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Survey Team Chair</li> <li>2. PAASCU Secretariat</li> </ol>
2 weeks before the survey visit	<ol style="list-style-type: none"> <li>1. Email the Secretariat the following: <ol 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> </ol> </li> <li>2. Email above items (except d) to the Survey Team</li> </ol>	<ol style="list-style-type: none"> <li>1. School to be visited</li> <li>2. PAASCU Secretariat</li> </ol>
1 week before the survey visit	Final Readiness and Preparation Test	Accreditation Team, PAASCU Secretariat, School to be Visited (Head of Self-Survey Team and Technical Staff)

## Z. BED Schedule of the 2-Day Virtual Program Accreditation Visit



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

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

<b>DAY 1</b>			
	<b>TIME</b>	<b>ACTIVITY</b>	<b>PERSONS INVOLVED</b>
1	8:30-9:00 (30 minutes)	Orientation	PAASCU Survey Team
2	9:00 – 9:15 (15 minutes)	Opening and Welcome Session	Key School Administrators  PAASCU Survey Team
3	9:15 – 9:45 (30 minutes)	Observation of Synchronous Classes (1)	PAASCU Survey Team (individually)
4	9:45 – 10:30 (45 minutes)	Meeting with the Academic Team (1) Assistant Principal for Academics/Academic Coordinator (2) Subject Area Coordinators (3) Research Officer  Areas for Consideration: Faculty, Curriculum and Instruction	Key Academic Personnel  PAASCU Survey Team
5	10:30 – 11:00 (30 minutes)	Survey Team Meeting	PAASCU Survey Team
6	11:00 – 11:30 (30 minutes)	Meeting with Learning Support Heads (1) Head of the Instructional Media Center (2) Head of Laboratories  Areas for Consideration: Instructional Media Center and Laboratories	Head of the Instructional Media Center Head of Laboratories  PAASCU Survey Team
7	11:30 – 11:45 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team

8	11:45 – 12:30 (45 minutes)	Meeting with Heads of Student Services (1) Head of Guidance Office (2) Head of Health Services (3) Head of Food Services (4) Head of Alumni Services (5) Head of Student Activities (6) Head Transportation Services  Area for Consideration: Student Services	Head of Guidance Office Head of Health Services Head of Food Services Head of Alumni Services Head of Student Activities Head Transportation Services  Survey Team
	12:30 – 1:30 (1 hour)	<b>LUNCH BREAK</b>	
9	1:30 – 2:00 (30 minutes)	Observation of Synchronous Classes (2)	PAASCU Survey Team (individually)
10	2:00 – 2:15 (15 minutes)	Meeting with Physical Facilities Administrator	Physical Facilities Administrator  PAASCU Survey Team
11	2:15 – 2:45 (30 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
12	2:45 – 3:15 (30 minutes)	Meeting with Parents and Alumni	10-15 selected parents and alumni  PAASCU Survey Team
13	3:15 – 3:30 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
14	3:30 – 4:00 (30 minutes)	Meeting with School Leadership (1) President/School Head/Principal (2) VP for Academics (3) VP for Administration (4) Finance Officer	President/School Head/Principal VP for Academics VP for Administration Finance Officer HR Officer

		(5) HR Officer Areas for Consideration: Administration, Faculty, Curriculum and Instruction, Finances	PAASCU Survey Team
15	4:00 – 5:00 (1 hour)	Progress Report Session	PAASCU Survey Team
<b>DAY 2</b>			
16	8:30 – 9:00 am (30 minutes)	Meeting with Head of Community Engagement Program and Representatives from Community  Area for Consideration: Community Involvement	Head of Community Engagement Program Representatives from Community  PAASCU Survey Team
17	9:00 – 9:15 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
18	9:15 – 9:45 (30 minutes)	Various Other Meetings	PAASCU Survey Team (individual  ly, in pairs or in small sub- groups)
19	9:45 – 10:00 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
20	10:00 – 11:00 (1 hour)	Meeting with Students  Areas for Consideration: Curriculum Instruction, Library, Laboratories, Physical Facilities, Student Services	Selected students  PAASCU Survey Team
21	11:00 – 11:15 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team

22	11:15 – 12:15 (1 hour)	Meeting with Faculty  Areas for Consideration: Faculty and Curriculum and Instruction	Selected teachers  PAASCU Survey Team
	12:15 – 1:15 (1 hour)	<b>LUNCH BREAK</b>	
23	1:15 – 1:45 (30 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
24	1:45 – 3:00 (1 hour & 15 minutes)	Writing of Report	PAASCU Survey Team (individually)
25	3:00 – 4:00 (1 hour)	Wrap-Up Session	
26	4:00 – 4:30 (30 minutes)	Post-accreditation Meeting for Preliminary Result Presentation	Key administrators Personnel involved in the preparations for the Survey Visit  PAASCU Survey Team
27	4:30 – 5:00	Final PAASCU Survey Team Meeting	PAASCU Survey Team

## AA. 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 <i>(Areas for Consideration: Curriculum Instruction, Library, Laboratories, Physical Facilities, Student Services, etc.)</i>	
	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

## BB. 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>9:00 - 9:45</b>	<b>Session 1: Meeting with School Leadership: President / School Head / Principal / VP for Academics / VP for Administration / Finance Officer /HR Officer</b>								
	1	Name1	Fr.	President	name1@gmail.com	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>								

## CC. 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).

**chat message**  
**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

## DD. 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

A. COURSE OVERVIEW AND ORIENTATION		5	4	3	2	1	Mean
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. LEARNING OUTCOMES							
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.						
C. INSTRUCTIONAL MATERIALS (CONTENT)							
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.						
D. ASSESSMENT							
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: \_\_\_\_\_  
 \_\_\_\_\_

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

# EE. 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>							
1	The objectives, structure, and plan for the course are clearly stated.						
2	Communication expectations and protocols for class participation other forms of interactions are clearly defined.						
3	Expected computer and technology literacy skills are clearly stated.						
<b>B. LEARNING OUTCOMES</b>							
1	Learning outcomes for the course are aligned with program and institutional outcomes.						
2	Learning outcomes are clearly stated in terms of competencies that can be assessed at the end of the course.						
3	The module learning outcomes are clearly stated and are aligned with the course learning outcomes.						
<b>C. 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 students' self-assessment.						

<b>3</b>	Students are provided multiple opportunities to receive feedback at appropriate times to track learning.						
<b>D. INSTRUCTIONAL MATERIALS (CONTENT)</b>							
<b>1</b>	The instructional materials represent up-to-date theory and practice in the discipline, and contribute to the attainment of the learning outcomes.						
<b>2</b>	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>							
<b>1</b>	The teacher's interactions with learners are designed and scheduled to provide support and complement self-learning.						
<b>2</b>	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						
<b>3</b>	The teacher provides opportunities for student consultation whether in a plenary session, small groups, or individually.						
<b>F. LEARNING EXPERIENCES AND INTERACTION</b>							
<b>1</b>	The learning experiences offered to the students promote and are relevant to the learning outcomes.						
<b>2</b>	The learning experiences are varied and promote high student engagement.						

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

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

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

# FF. Teaching-Learning Evaluation Form for Basic Education



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

**TEACHING-LEARNING EVALUATION FORM  
FOR BASIC EDUCATION**

**In distance or remote learning, both synchronous and asynchronous learning formats are utilized in the teaching-learning process. This instrument is to be used to evaluate the effectiveness of a school's provisions for the synchronous and asynchronous components of the instructional process.**

Name of the Teacher Observed: \_\_\_\_\_

Subject, Grade Level and Section Observed: \_\_\_\_\_

Title of the Unit: \_\_\_\_\_

**PART 1**

Please use the following scale to rate each item.					
5	Excellent	2	Fair		
4	Very Good	1	Unsatisfactory		
3	Satisfactory	NA	Not Applicable		

SKILLS AND COMPETENCIES OF THE TEACHER (30%)							
		5	4	3	2	1	NA
<b>The teacher</b>							
1.	<b>demonstrates mastery of the subject matter</b> <ul style="list-style-type: none"> <li>covers thoroughly and extensively the subject matter with adequate examples and illustrations</li> <li>answers questions correctly, confidently, and clearly</li> <li>applies new developments relevant to the subject matter</li> </ul>						
2.	<b>implements classroom routines effectively and consistently</b> <ul style="list-style-type: none"> <li>reminds the students of the established rules and/or procedures/guidelines, when needed</li> <li>has various routines in place (e.g., go to CR, raise hand, prayer, use of chat box, calling attention for inattention, etc.) and implements these systematically</li> </ul>						
3.	<b>Is able to effectively handle the following aspects of conducting classes virtually</b>						
	<b>3.1 technical features of the LMS, including troubleshooting typical software and hardware problems</b> <ul style="list-style-type: none"> <li>shows ease in presenting slides, videos, and other related AV aids/apps</li> </ul>						

	<ul style="list-style-type: none"> <li>handles unexpected glitches in the equipment/apps/software/LMS during class, e.g., lost signal, malfunctioning of camera or mic, etc.</li> </ul>						
	<b>3.2 student discipline and behavior</b> <ul style="list-style-type: none"> <li>addresses distractions and disruptions effectively</li> <li>manages misbehavior firmly yet calmly, i.e., without embarrassing students</li> </ul>						
4.	<b>employs a balance of teacher-led presentation and various strategies to keep the students' attention on the lesson.</b> <ul style="list-style-type: none"> <li>uses a variety of strategies that are appropriate to the lesson, e.g., lecture, slide/video presentation, chat box, and other apps (Quizziz, jamboard, mentimeter, padlet, etc.)</li> </ul>						
5.	<b>encourages active engagement among the students.</b> <ul style="list-style-type: none"> <li>where appropriate, uses electronic technology such as chat box/breakout rooms/collaborative docs, etc.</li> <li>invites students to ask questions and to share ideas and opinions</li> <li>asks students to respond to each other's answers/ideas</li> <li>addresses cues of boredom and confusion</li> </ul>						
6.	<b>exhibits a positive relationship with the students.</b> <ul style="list-style-type: none"> <li>exudes a warm and caring disposition</li> <li>gives encouragement, praise, recognition, and affirmation appropriately</li> <li>welcomes differing opinions</li> <li>encourages less participative students</li> </ul>						
7.	<b>exhibits respectful behavior and online etiquette</b> <ul style="list-style-type: none"> <li>uses appropriate words, tone and non-verbal language</li> <li>treats students fairly</li> <li>is properly attired and well-groomed for class (neat and tidy)</li> </ul>						
8.	<b>speaks clearly and communicates ideas effectively.</b> <ul style="list-style-type: none"> <li>uses age-appropriate words</li> <li>gives clear instructions, demonstrates when necessary</li> <li>speaks fluently</li> <li>speaks audibly and clearly</li> <li>shows enthusiasm</li> </ul>						

COMMENTS:

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STUDENT PERFORMANCE, DISCIPLINE AND BEHAVIOR (20%)							
		5	4	3	2	1	NA
The students							
1.	<b>exhibit evidence of learning through their responses and actions</b> <ul style="list-style-type: none"> <li>• give correct answers to the teachers' questions</li> <li>• apply content to day to day situations</li> <li>• give insights about the lesson</li> <li>• cite examples</li> <li>• summarize/synthesize the concept/s for the day</li> <li>• ask questions related to the lesson</li> </ul>						
2.	<b>are able to express themselves clearly and effectively</b> <ul style="list-style-type: none"> <li>• are able to convey their thoughts in written (e.g., chat box) and oral forms (e.g., recitation)</li> </ul>						
3.	<b>participate actively in class</b> <ul style="list-style-type: none"> <li>• are on task</li> <li>• contribute meaningfully to the discussion</li> <li>• respond appropriately (e.g., emojis, polls, etc.)</li> </ul>						
4.	<b>show respectful behavior and online etiquette</b> <ul style="list-style-type: none"> <li>• follow class routines</li> <li>• show proper behavior (e.g. use polite language, sit up straight, do not lie on the bed, etc.)</li> <li>• are dressed appropriately and are well groomed</li> </ul>						

COMMENTS:

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**PART 2**

Aside from giving a rating for each item, check where the indicators are evident: synchronous (S) and/or asynchronous (A) class.

TEACHING – LEARNING PROCESS (40%)									
		S	A	5	4	3	2	1	NA
1.	<b>The lesson demonstrates thorough planning, and follows a logical and organized flow.</b>								

	<ul style="list-style-type: none"> <li>• The learning plan includes essential parts of the lesson.</li> <li>• The activities are aligned with the objectives of the lesson.</li> <li>• The presentation and development of the concepts and activities is logical.</li> </ul>								
2.	<p><b>The lesson is covered adequately in terms of breadth and depth.</b></p> <ul style="list-style-type: none"> <li>• The lesson is enriched through examples, processing, reflection, etc.</li> <li>• The lesson is linked to previous lessons, other disciplines, etc.</li> </ul>								
3.	<p><b>The teaching strategies, activities, and assigned tasks</b></p> <p><b>3.1 are implemented effectively</b></p> <ul style="list-style-type: none"> <li>• The teacher implements what is on the lesson plan, but is flexible enough to adjust instruction, when needed.</li> <li>• The students clearly know what to do during the learning activities.</li> </ul>								
	<p><b>3.2 are engaging</b></p> <ul style="list-style-type: none"> <li>• Activities (e.g., use of chat box, Mentimeter, Padlet, slido, jam board, or any other related app) promote student participation and invite engagement.</li> </ul>								
	<p><b>3.3 can be reasonably accomplished within the given time frame</b></p> <ul style="list-style-type: none"> <li>• The activities are time-bound.</li> <li>• The activities are doable within the specified time.</li> </ul>								
	<p><b>3.4 support the development of students' higher order thinking.</b></p> <ul style="list-style-type: none"> <li>• Teacher asks open-ended questions to extend understanding.</li> <li>• Activities allow students to analyze, observe, interpret, create, apply, etc.</li> </ul>								
	<p><b>3.5 make use of school and community resources appropriately</b></p> <ul style="list-style-type: none"> <li>• Examples of community resources include parent speakers, government websites, school personnel, etc.</li> <li>• Examples of school resources include the digital library, laboratory, etc.</li> </ul>								
4.	<p><b>The lesson is made relevant through the use of real-life experiences , situations, or social issues.</b></p> <ul style="list-style-type: none"> <li>• The lesson is linked to real-life experiences of the students.</li> <li>• Significant social issues are used as examples for students to analyze and/or reflect on.</li> </ul>								

5.	<p><b>The school's core values and/or other related virtues are integrated into the lesson in a meaningful manner.</b></p> <ul style="list-style-type: none"> <li>Core values and related themes (e.g., nationalism, global citizenship, environment, cultural diversity, etc.), where appropriate, are included in the processing of the lesson.</li> </ul>								
6.	<p><b>There is proper transition and/or closure in between and at the end of an activity or class.</b></p> <ul style="list-style-type: none"> <li>The teacher uses appropriate interconnecting statements/activities to shift from one part of the lesson to the next part.</li> <li>Appropriate closure activities are utilized at the end of the lesson.</li> </ul>								
7.	<p><b>There is provision for the evaluation of student learning, performance and behavior.</b></p> <ul style="list-style-type: none"> <li>Assessments are aligned with the learning outcomes.</li> <li>The teacher conducts formative assessments. <ul style="list-style-type: none"> <li>The students are given opportunities to raise questions, summarize the lesson, give examples, illustrate concepts, create a situation to apply the lesson, etc.</li> <li>Synthesis questions and other strategies to check for understanding are used.</li> </ul> </li> <li>The teacher administers summative assessments. <ul style="list-style-type: none"> <li>The most appropriate instrument (e.g., alternative, authentic, traditional) is used.</li> </ul> </li> </ul>								

COMMENTS:

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INSTRUCTIONAL MATERIALS AND RESOURCES (10%)									
		S	A	5	4	3	2	1	NA
<b>The instructional materials and resources (including the apps)</b>									
1.	<p><b>are accurate and relevant to the subject matter</b></p> <ul style="list-style-type: none"> <li>free from errors</li> <li>up-to-date and credible</li> <li>helpful in enhancing/deepening the students' understanding of the lesson</li> </ul>								
2.	<p><b>are appropriate to the age level of the students</b></p> <ul style="list-style-type: none"> <li>reader-friendly, i.e., use of basic/easy texts and words for the lower grades</li> </ul>								

	<ul style="list-style-type: none"> <li>• within the level of understanding of the learners, i.e., use of complex words/texts for the upper grades</li> <li>• suited to the students' interests and needs</li> </ul>								
3.	<b>are well-designed</b> <ul style="list-style-type: none"> <li>• appealing and appropriate to the lesson</li> <li>• consistent with the principles of effective design, specifically <ul style="list-style-type: none"> <li>○ mindful of color, layout, font, resolution, etc.</li> <li>○ use a balanced combination of text and graphics</li> <li>○ employs judicious use of audio and animation so as not to detract from the lesson</li> </ul> </li> </ul>								
4.	<b>are available in other formats for students who experience technical difficulties or cannot be online</b> <ul style="list-style-type: none"> <li>• Instructional materials include instructions for parental/home implementation and support, where relevant.</li> <li>• Offline materials, print and non-print, are made available for student use.</li> </ul>								
5.	<b>comply with copyright and fair use standards</b> <ul style="list-style-type: none"> <li>• The teacher cites sources (e.g., references, videos, etc.) for content.</li> </ul>								

COMMENTS:

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\_\_\_\_\_

Observer

\_\_\_\_\_

Date of Observation

## GG. 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 1401 543">Conduct of the visit is done remotely:</p> <ul style="list-style-type: none"> <li data-bbox="914 554 1484 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 1495 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 1487 1089">c. Tour of facilities will be done through live walk-through tour if the video tour is not sufficient.</li> <li data-bbox="914 1100 1479 1163">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 1444">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 1749">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>

## HH. Virtual Program Accreditation Fees



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

#### VIRTUAL PROGRAM ACCREDITATION FEES (In Philippine Pesos) To be implemented ONLY for Remote Site Visit

##### For those in Category 1\*

Allowance to Chairperson		10,000.00
Allowance to Team Members (e.g., 8 members)**	5,000.00	40,000.00
Allowance to PAASCU Representative		2,000.00
Technology Fee		3,000.00
Communication Fee		3,000.00
Others: Report Editing and Review Costs		5,000.00
<b>TOTAL**</b>		<b><u>63,000.00</u></b>

##### For those in Category 2\*

Allowance to Staff Chairperson		10,000.00
Allowance to Team Members (e.g., 8 members)**	5,000.00	40,000.00
Allowance to PAASCU Representative		2,000.00
Technology Fee		10,000.00
Communication Fee		10,000.00
Others: Report Editing and Review Costs		15,000.00
<b>TOTAL**</b>		<b><u>87,000.00</u></b>

##### For those in Categories 3\*

Allowance to Staff Chairperson		10,000.00
Allowance to Team Members (e.g., 8 members)**	5,000.00	40,000.00
Allowance to PAASCU Representative		2,000.00
Technology Fee		15,000.00
Communication Fee		15,000.00
Others: Report Editing and Review Costs		20,000.00
<b>TOTAL**</b>		<b><u>102,000.00</u></b>

For those in Categories 4\*

Allowance to Staff Chairperson		10,000.00
Allowance to Team Members (e.g., 8 members)**	<u>5,000.00</u>	40,000.00
Allowance to PAASCU Representative		2,000.00
Technology Fee		20,000.00
Communication Fee		20,000.00
Others: Report Editing and Review Costs		<u>25,000.00</u>
TOTAL**		<u><b>117,000.00</b></u>

*\*Categories based on Tuition Fees (used in the calculation of the Annual Membership Fee)*

Category	Tuition Fee
1	PHP50M and below
2	PHP50,000,001 - PHP250M
3	PHP250,000,001 - PHP500M
4	PHP500,000,001 and above

## II. Data Sharing Agreement



Philippine Accrediting Association of Schools,  
Colleges and Universities

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### DATA SHARING AGREEMENT

This Data Sharing Agreement (DSA) is entered into this \_\_\_ day of \_\_\_\_\_ 2021  
by and between:

PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES, a non-stock and non-profit corporation duly organized and existing under and by virtue of the laws of the Republic of the Philippines, with business address at Unit 107, The Tower at Emerald Square, J.P Rizal cor. P. Tuazon Sts. Project 4, Cubao, Quezon City, represented in this act by its Executive Director, Mr. Ricardo R. Palo, with full power and authority to enter into and sign this instrument for and on behalf of the organization, as evidenced by the Secretary's Certificate dated \_\_\_\_\_, containing Board Resolution No. \_\_\_\_\_, Series of \_\_\_\_\_, hereinafter referred to as "PAASCU";

- and -

[Name of School] , a non-stock non-profit educational institution organized and existing under and by virtue of the laws of the Republic of the Philippines, with business address at \_\_\_\_\_, represented in this act by its \_\_\_\_\_, \_\_\_\_\_, with full power and authority to enter into and sign this instrument for and on behalf of the organization, as evidenced by the Secretary's Certificate dated \_\_\_\_\_, containing Board Resolution No. \_\_\_\_\_, Series of \_\_\_\_\_, hereinafter referred to as "SCHOOL";

(PAASCU and SCHOOL shall be collectively referred to as the "PARTIES");

The Parties hereby agree as follows:

I. Overview and Purpose

Pursuant to the Data Sharing Policy of PAASCU signed and approved by the Board of Trustees on \_\_\_\_\_, the School—as a member-institution of PAASCU, recognizes that accreditation and validation of its performance would require examination of records and documents containing personal data, which must be made available in a timely manner. The School recognizes its responsibility to aid PAASCU in the efficient conduct of accreditation with due regard to its obligation to secure and protect personal data under its control and custody. In recognition of and in compliance with the applicable Data Privacy Laws, the Parties are entering into this agreement in order to lawfully access, share, and/or disclose personal data necessary for the successful conduct of the accreditation process.

II. Definition of Terms

- a. Data Subject - shall mean the individual whose personal information is processed. Under this agreement, it may refer to the faculty members, administrators, employees, students, parents, and alumni.
- b. Accreditors - shall mean members of the visiting team trained by PAASCU responsible for professional judgement in terms of the institutions stated purpose and objective and to assess an institution's compliance with quality standards.
- c. Accreditation - shall mean a concept based on self-regulation which focuses on evaluation and the continuing improvement of educational quality. It is a process by which institutions voluntarily continue to upgrade their educational quality and services through self-evaluation and judgement of peers. It is a status granted to an educational institution or program which meets commonly accepted standards of quality or excellence.
- d. Self-Survey Report - shall mean the report and the supporting documents and exhibit materials submitted to the accrediting agency which contains

the result of the institutional self-evaluation using the PAASCU evaluation instruments and guidelines.

- e. Personal Data - shall mean all types of personal information. It is the collective term used to mean personal information, sensitive personal information, and, to the extent possible, privileged information.
- f. Personal information - shall mean any information, on its own or when combined with other information, from which the identity of an individual is apparent or can be reasonably and directly ascertained.
- g. Security Incident - shall mean an event or occurrence that affects or tends to affect data protection, or may compromise the availability, integrity, and confidentiality of personal data. It includes incidents that would have resulted in a data breach, if not for safeguards that have been put in place.
- h. Sensitive Personal Information - shall mean personal information:
  - i. about an individual's race, ethnic origin, marital status, age, color, and religious, philosophical or political affiliations;
  - ii. about an individual's health, education, genetic or sexual life of a person, or to any proceeding for any offense committed or alleged to have been committed by such person, the disposal of such proceedings, or the sentence of any court in such proceedings;
  - iii. issued by government agencies peculiar to an individual which includes, but not limited to, social security numbers, previous or current health records, licenses or its denials, suspension or revocation, and tax returns; and specifically established by an executive order or an act of Congress to be kept classified.
- i. School Personnel - shall mean individuals employed or engaged by the School to perform functions or deliver services for or on its behalf. They include, but are not limited to, administrators, faculty members, employees, and consultants.
- j. Organizational, technical, and physical security measures - shall mean those measures aimed at protecting personal data against accidental or

unlawful destruction or accidental loss, alteration, unauthorised disclosure or access, and against all other unlawful forms of processing.

### III. Scope of the Agreement

The PAASCU accreditation process consists of several stages, where each stage is identified with a particular status of the institution who are members. Each of these stages has certain requirements necessitating the sharing of personal data by the School regarding its faculty members, administrators, employees, students, parents, and alumni to PAASCU and its accreditors.

This agreement applies to Personal Data shared by the School to PAASCU, through its accreditors, in connection with the voluntary accreditation process, which includes the submission of self-survey reports, documents and exhibit materials containing personal data of subject as described in Annex A and on-site access of documents and exhibit materials for validation purposes.

### IV. Purpose and Methods of Data Sharing

a. The School shall share Personal Data for the following purposes:

1. Independent examination of the self-survey report including the various documents and exhibit materials contained or appended in the report.

Evaluation of the documents and exhibit materials required to be made available during the actual accreditation visit as described in Annex A

2. Access to personal data for validation shall be limited to the categories described in Annex A and Section VII (a).

b. Data sharing shall only be carried out through the following methods:

1. PAASCU shall require the School to accomplish the prescribed self-survey forms and submit the same personally, **thru electronic mail** or via courier.

2. Prior to the accreditation visit, PAASCU shall conduct orientation to its accreditors and shall require its accreditors to sign a Non-Disclosure Agreement.
3. The School shall provide to PAASCU and its accreditors a limited, non-exclusive, non-transferable, and revocable access to the shared personal data for the purpose contemplated under this DSA.
4. During PAASCU's scheduled visit, the School will allow PAASCU, through its accreditors, to inspect and access the personal data referred to in this DSA and/or the records they are found in. None of these data or records are to be copied, reproduced, photographed, decompiled, modified, used for other purposes or brought outside of the School's premises.
5. PAASCU and its accreditors shall only access sufficient and relevant documents containing personal information to validate the information stated in the self-survey report. Apart from the self-survey report submitted by the School, PAASCU and its accreditors are prohibited to copy, reproduce, and take photos of the documents containing personal data.
6. The personal data processed pursuant to this DSA shall only be used for purposes stated herein and when required by law.

#### V. Permitted and Required Disclosure

PAASCU may disclose the Personal Data only to the extent necessary, and to its accreditors, commissioners, trustees, officers and employees on a need-to-know basis provided, however, that it shall ensure that the person to whom it provides the Personal Data agrees to the same restrictions and conditions listed under this DSA and shall execute a non-disclosure agreement.

In case a Party is required by law or a government agency to disclose any Personal Data, the said Party should immediately notify the other party of the fact and such disclosure should be limited only to the Personal Data so required to be provided.

## VI. Parties

The Parties in this DSA shall be treated as Personal Information Controller with respect of Personal Data collected and processed.

## VII. Description of Personal Data

a. The School shall provide access to PAASCU to the following categories of personal data:

Category	Personal Data
Faculty Member	<ul style="list-style-type: none"><li>● Teachers' biodata</li><li>● Academic credentials</li><li>● Faculty appointments/teaching contracts</li><li>● Professional Licenses</li><li>● Certificates in-service training seminars/workshops</li><li>● Professional activities and affiliations</li><li>● Years of service/tenure</li><li>● Salary and benefits</li><li>● Performance evaluation results</li></ul>
Administration	<ul style="list-style-type: none"><li>● Names, qualifications, occupation and tenure of Board members</li><li>● Names, qualifications and tenure of administrative staff</li><li>● Certificates in-service training seminars/workshops</li><li>● Affiliations and current engagements with various agencies/organizations.</li><li>● Performance Evaluation Results</li></ul>
Student Services	<ul style="list-style-type: none"><li>● Names, qualifications and tenure of student services staff</li><li>● Professional Licenses</li><li>● Appointment contracts</li><li>● Performance Evaluation Results</li><li>● Names of moderators, qualifications of club moderators</li><li>● Students' guidance office records</li><li>● Students' health records</li><li>● Food services staff health records</li></ul>

b. The obligations imposed upon PAASCU under this Agreement shall not apply to Personal Data that is: (a) already known to PAASCU at the time of the disclosure without an obligation of confidentiality; (b) becomes publicly known through no unauthorized act of PAASCU; and (c) lawfully received from a third party through no restriction or breach of this Agreement.

## VIII. Obligation and Responsibilities of the Parties

The Parties shall have the following roles and responsibilities in relation to this DSA:

- a. The Parties shall comply with all applicable data privacy laws in relation to its processing of shared personal data;
- b. The Parties shall ensure all necessary privacy notices are provided to the Data Subjects;
- c. Each Party shall make sure that all its personnel who are involved in the processing of personal data in connection with the accreditation process are aware of the data protection obligations and agreements specified in this DSA;
- d. Each Party shall ensure that the personal data it processes are kept accurate, complete, and, where appropriate, up-to-date. This provision shall be read in conjunction with Section VIII (h) hereof;
- e. The Parties shall implement appropriate organizational, physical, and technical security measures for the protection of personal data against natural dangers such as accidental loss or destruction, and human dangers such as unauthorized or unlawful access, disclosure, destruction, alteration and contamination, and fraudulent misuse or any other unlawful processing;
- f. This includes ensuring that all its concerned personnel are likewise bound to an obligation of confidentiality relative to the personal data shared to them by virtue of this DSA. When requested by the other Party, it shall demonstrate the existence of such measures, including the submission of applicable or relevant policies or forms;
- g. In the event of a security incident involving the personal data it has shared, transferred, or disclosed, the Party shall notify the National Privacy Commission of such matter, when required by law. It shall also carry out necessary measures to investigate and/or resolve such incident. On the

other hand, if such incident involves personal data it has received, acquired, or gained access to by reason of this DSA, it shall immediately notify the other Party and assist the latter in any ensuing investigation;

- h. The Parties shall respect and uphold the rights of individuals in relation to their personal data, as provided under all applicable data privacy laws. This may mean addressing their queries, complaints, and requests for access to or correction of their personal data.

For the purpose of enforcing this particular provision, a data subject shall be referred to the Party responsible for collecting his or her personal data. That Party shall inform the other if a data subject successfully had his or her personal data rectified, corrected, or updated. A similar notification shall be made if a data subject suspends or withdraws his or her consent, or orders the blocking, removal, or destruction of his or her personal data from the relevant filing system;

- i. The Parties shall only process the shared personal data in accordance with the purpose/s specified under this DSA, including any or all compatible uses;
- j. The Parties shall deal promptly and properly with all inquiries by the other Party sharing the personal data regarding its personal data processing activities;
- k. Parties shall exercise at least the same degree of care as they use to their own Personal Data, but in no event less than reasonable care, to protect the Personal Data from misuse and unauthorized access or disclosure;
- l. The School shall ensure that the necessary consent for the processing and sharing of personal data is obtained, and ensure that a record of such consent is maintained;
- m. The School shall provide the affected data subjects with any or all information relating to the processing of their personal data. Where applicable, it shall also obtain the appropriate consent of said data subjects, in accordance with applicable data privacy laws;

- n. PAASCU is prohibited from outsourcing or subcontracting its obligations under this Agreement to persons and/or other organizations;
- o. PAASCU shall not process the shared personal data outside the Philippines;
- p. PAASCU agrees that upon acquisition of the Personal Data, it shall not process the aforesaid data or information for any undeclared purpose; it shall protect the same from unauthorized access/processing and destruction of any personnel and they shall keep it confidential at all times; and
- q. PAASCU shall provide the necessary training and orientation to its accreditors to ensure the confidentiality and integrity of the shared Personal Data which the accreditors may have access in the course of accreditation.

#### IX. Renewal Term

This DSA shall become effective on <insert date> and shall remain in effect for a period of five (5) years. This DSA shall automatically renew at the end of the initial term and shall thereafter continue for successive term of five (5) years as long as the School continues to be a member of PAASCU.

#### X. Effect of Termination

Termination or expiration of this Agreement shall not affect the rights and obligations of the parties with respect to compliance with the Data Privacy Act or those which by their nature are intended to survive and which shall remain in effect despite the termination or expiration of this Agreement.

#### XI. Designated Contacts

Queries or complaints relating to this DSA shall be relayed to the following contact persons, as designated by the Parties:

EDELAINE RAE B. AGCAOILI  
Data Protection Officer  
PAASCU, Unit 107, The Tower at Emerald Square  
J.P. Rizal cor P. Tuazon Sts., Project 4,

Cubao, Quezon City  
+63 (2) 8911-28-45 / 8913-19-98  
dpo.paascu@gmail.com

## XII. Cooperation with Data Protection Authorities

The Parties acknowledge that this DSA may be reviewed by the National Privacy Commission, on its own initiative or upon a complaint filed by an affected data subject. The Commission and other data protection authorities may have the right to conduct an audit of the Parties under applicable data privacy laws. The Parties shall abide by the advice of data protection authorities with regard to their data processing activities. They shall cooperate in the conduct of any investigation of any related security incident or any form of unlawful or unauthorized processing of the shared personal data.

## XIII. Retention

The Personal Data contained in the Self-Survey Report submitted to PAASCU will be retained for five (5) years from collection unless longer period is justified under the law (such as complaints, legal claims etc.). PAASCU may issue a certificate of deletion upon written request of the School.

## XIV. Complaints or Security Breach

For complaints or suspected case of a security breach, Data Subject may report to the PAASCU's Data Protection Officer, Edelaine Rae B. Agcaoili, at dpo.paascu@gmail.com. If applicable, PAASCU is required to report to NPC within 72 hours upon knowledge of or the reasonable belief by PAASCU that a personal data breach has occurred with respect to Personal Data under its control and custody.

Both parties shall inform each other of any suspected security incident and/or data breach within 24 hours upon knowledge of or the reasonable belief that a security incident and/or personal data breach has occurred.

## XV. Remedy

If either Party materially breaches any of its representations, warranties, or obligations under this DSA, the aggrieved Party and/or any affected data subject may cite and invoke such violation as a valid ground for the filing of an appropriate complaint against the erring Party before the NPC and/or the courts, subject to Section XVII of this DSA.

## XVI. Amendment

Any amendment, alteration or modification of this Agreement shall not be valid and binding unless and until reduced into writing and signed by both PARTIES hereto.

## XVII. Third Party Rights, Dispute Resolution, and Available Remedies

The Parties agree that data subjects who incur damages or suffer injuries as a result of a breach of any of the obligations referred to in this DSA may file a complaint against the responsible Party or Parties for said damages or injuries: *Provided*, that any claim filed in relation to this DSA is without prejudice to any other case that may be brought against the responsible Party or Parties: *Provided further*, that the Parties shall attempt to settle any dispute by mutual discussions before resorting to the Commission or the courts.

## XVIII. Assignment of Rights and Obligations

Neither this Agreement nor any rights hereunder shall be assigned by any Agreement nor shall any PARTY delegate any of its obligations hereunder without the prior written consent of the other PARTY.

## XIX. Waiver

No waiver of any provision of this Agreement shall constitute a waiver of any other provision nor shall any waiver of any provision of this Agreement constitute a continuing waiver unless otherwise expressly provided.

XX. Severability

Each of the provisions contained in this Agreement is distinct and severable and a declaration of invalidity or unenforceability of any such provision by a court of competent jurisdiction shall not affect the validity or enforceability of any other provision of this Agreement.

XXI. Governing Law and Venue

All disputes, controversies and claims arising out of or in connection with this Agreement shall be filed exclusively with the proper courts of Quezon City to the exclusion of all other venues and shall be governed and construed in accordance with the laws of the Republic of the Philippines.

XI. Effectivity

This DSA shall immediately take effect after the Parties, through their respective representatives, have affixed their signatures hereunder.

<INSERT NAME> <i>Designation</i>		RICARDO R. PALO <i>Executive Director</i>
SCHOOL NAME		PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES
SIGNED IN THE PRESENCE OF:		
DPO of SCHOOL		EDELAINE RAE B. AGCAOILI <i>Data Privacy Officer</i> PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)  
QUEZON CITY ) S.S.

BEFORE ME, a Notary Public in and for \_\_\_\_\_ this \_\_\_\_ day of \_\_\_\_\_ 2021,  
personally appeared the following:

NAME	PASSPORT/GOV'T ID NO.	PLACE AND DATE OF ISSUE
_____	_____	_____
_____	_____	_____

known to me and to me known to be the same persons who executed the foregoing instrument, consisting of \_\_\_\_\_ pages including the page where this acknowledgment is written, and the parties acknowledged to me that the same is their free and voluntary act and deed and that of the entities represented herein.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, on the date and place above-written.

NOTARY PUBLIC

Doc. No. \_\_\_\_\_  
Page No. \_\_\_\_\_  
Book No. \_\_\_\_\_  
Series of 2021.

## JJ. Non-Disclosure and Confidentiality Agreement



Philippine Accrediting Association of Schools,  
Colleges and Universities

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### NON-DISCLOSURE AND CONFIDENTIALITY AGREEMENT

This Non-Disclosure & Confidentiality Agreement (this “Agreement”) is entered into as of \_\_\_\_\_, \_\_\_\_\_ by and between PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES (“Organization”), and \_\_\_\_\_, (“Accreditor”). The Organization may disclose to certain proprietary and/or confidential information of the Organization in connection with an engagement or accreditation or research relationship between the parties and, therefore, the parties agree as follows:

#### Section 1. Confidential Information.

(a) Except as set forth below, the term “Confidential Information” means information concerning the Organization and/or its member-institutions that is disclosed to you that is not generally known by other individuals, educational institution, competitors, including, but not limited to: information concerning its business, personnel, students and faculty members, financial condition, operations, assets and liabilities, minutes of the board meeting, research and development, marketing and public relations strategies, formulas, instruments, programs, systems of operations, identification of suppliers and resources of goods and services to the Organization and/or member-institution, information regarding the needs and preferences of the Organization and/or member-institution’s members and guests, employee information, training manuals and videos, written procedures integral to the Organization and/or member-institution’s day-to-day operations, trade secrets, sales, products, services, accounts, customers and guest lists, purchasers of the Organization and/or member-institution’s products, marketing, packaging, merchandising, distribution, manufacturing, finance, financial data, technology, intellectual property (patents, design patents, trademarks, trade dress, copyrights), strategies, business structures, operations or ventures or other business affairs or plans, or information relating to existing or contemplated businesses, products and/or services of the Organization and/or

member-institution and any other information which the Organization and/or member-institution does not ordinarily disclose to third parties not in a relationship of confidence with the Organization and/or member-institution.

(b) Confidential Information does not include information: (i) which at the time of disclosure is generally known in the Organization and/or member-institution's trade or public; (ii) which Accreditor can show by written records was already in its possession at the time of disclosure and not subject to an existing agreement of confidence between the parties; (iii) which is received from a third party, other than a current or former agent or representative of the Organization and/or member-institution without restriction and without breach of this Agreement or any other agreement; (iv) which is independently developed by Accreditor as evidenced by its written records; or (v) which is disclosed pursuant to a valid order of a court or regulatory agency or other governmental body or any political subdivision thereof, provided, however, that Accreditor shall first have given notice to the Organization and/or member-institution and made a reasonable effort to obtain a protective order requiring that the Confidential Information be used only for the purposes for which the order was issued.

(c) "Confidential Materials" of the Organization and/or member-institution include all documents, records and other tangibles items of any kind in which Confidential Information is stored, maintained or recorded or from which the Organization and/or member-institution's Confidential Information may be readily ascertained or derived (whether in the form of documents, correspondence, memoranda, books, records, files, notes, plans, reports, programs, drawings, sketches, designs, graphics, photographs, prints, mats, films, negatives, recordings, magnetic media, software, disks, diskettes, charts, manuals, materials or any other medium), including copies or other reproductions of any of the foregoing, whether prepared by or for the Organization and/or member-institution, by or for the Accreditor or otherwise. All information, correspondence and other documents and materials provided or communicated by the Organization and/or member-institution to the Accreditor, marked "confidential" or "proprietary" shall be considered to be "Confidential Information" for the purposes of this Agreement, subject to the above-recited exceptions.

## Section 2. Non-Disclosure of Confidential Information.

(a) The Accreditor may not disclose Confidential Information of the Organization and/or member-institution. At all times the Accreditor shall maintain in strict confidence, protect and safeguard the Confidential Information of the Organization and/or member-institution, and, except as expressly provided in the first sentence of this paragraph, the Accreditor shall not, directly or indirectly, (a) disclose, reveal or make available to anyone any Confidential Information of the Organization and/or member-institution, (b) assist or enable anyone to access or use any Confidential Information of the Organization and/or member-institution or (c) use or exploit any Confidential Information of the Organization and/or member-institution for any purpose whatsoever. The Accreditor hereby agrees, during the Term of this Agreement, not to circumvent the efforts of the Organization and/or member-institution by pursuing commercial ventures that come to its or his attention by virtue of the Confidential Information of the Organization and/or member-institution, absent an agreement for compensation. Without limiting the scope of any of the other provisions of this agreement, this non-circumvention provision is intended to preclude the Accreditors, and his agents, representatives, affiliates and other related parties from pursuing commercial ventures or relationships based on Confidential Information, absent advance written approval of the Organization and/or member-institution.

(b) Accreditor shall not use the Confidential Information other than in relation to the Accreditation Purpose. Accreditor shall not directly or indirectly disclose, divulge, reveal or transfer the Confidential Information to any other person or entity (including affiliates) without the Organization and/or member-institution's prior written consent.

## Section 3. Return of Materials.

In the event that the parties cease the Accreditation Purpose, and in any event, within five (5) days after being so requested by the Organization, Accreditor shall redeliver all documents, or other items furnished by the Organization and/or member-institution, or acquired in connection with the Accreditation Purpose and any copies made by it. Except if Accreditor is advised in writing by counsel that it is prohibited by law, Accreditor will also, to the extent possible, destroy all written material, memoranda, notes and other writings or recordings whatsoever prepared

by it based upon, containing or otherwise reflecting any information relating to the Confidential Information. Accreditor shall supply the Organization with a written confirmation that it has fulfilled its obligations under this Section 3. Any information relating to the Confidential Information that is not returned or destroyed, including, without limitation, any oral information, shall remain subject to the confidentiality obligations set forth in this Agreement.

#### Section 4. Legally Required Disclosure.

In the event that the Accreditor is requested or required by law (including by request for information or documents through legal proceedings, subpoena or other similar process) to disclose any Confidential Information of the Organization and/or member-institution, the Accreditor shall provide the Organization and/or member-institution with prompt written notice of any such request or requirement so that the Organization has the opportunity to seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this agreement, in the Organization and/or member-institution's sole discretion. If, in the absence of a protective order or the receipt of a waiver by the Organization and/or member-institution, the Accreditor is nonetheless legally compelled to disclose such Confidential Information, the Accreditor may, without liability hereunder, disclose only that portion of such Confidential Information that is legally required to be disclosed and only to the person(s) to whom such disclosure is legally required, provided that the Accreditor has cooperated fully with the Organization and/or member-institution's efforts to preserve the confidentiality of the Confidential Information, including the Organization and/or member-institution's efforts to obtain an appropriate protective order or other reliable assurance that confidential treatment will be accorded to the Confidential Information.

#### Section 5. Ownership and Return of Confidential Materials.

All Confidential Materials of the Organization and/or member-institution, are and shall at all times remain the exclusive property of the Organization and/or member-institution. Upon receipt of written demand from the Organization (which demand may be made at any time and for any reason), the Accreditor shall cause all of the Organization and/or member-institution's Confidential Materials in the Accreditor's possession or control to be returned to the Organization; except, however, to the extent the Organization and/or member-institution's Confidential

Information is contained in electronic, magnetic or similar media of the Accreditor such that transfer of possession is impractical, the Accreditor shall delete or destroy such Confidential Information. Upon request, the Accreditor shall deliver written certification to the Organization and/or member-institution that the Accreditor has fully performed his obligations set forth in this paragraph and, accordingly, retained no copies or other Confidential Materials of the Organization and/or member-institution. Compliance with this paragraph shall not relieve the Accreditor of his confidentiality and other obligations hereunder.

#### Section 6. Reasonable Restrictions.

Accreditor acknowledges and agrees that the covenants and restrictions contained in this Agreement are reasonable in scope, area and duration and are necessary to protect the Organization and/or member-institution's business, good will, confidential information, trade secrets, and near permanent, permanent and/or long-standing relationships with its members.

#### Section 7. Remedies.

In the event of any breach or threatened breach of this Agreement, irrespective of any recovery of monetary damages (which may be difficult or impossible to calculate), the Organization shall be entitled, without the requirement of posting a bond or other security, to enforce this Agreement in accordance with the terms hereof by seeking immediate equitable relief, including specific performance and/or a temporary, preliminary and permanent injunction from any court of competent jurisdiction. The Organization may pursue both monetary damages and equitable relief concurrently or consecutively, in any order, as to any breach or threatened breach of this agreement, and the pursuit of any one of such remedies at any time will not be deemed an election of remedies or waiver of the right to pursue any other remedies, it being agreed that all remedies provided herein shall be cumulative with, not exclusive of, any other remedies that may be available at law or in equity.

#### Section 8. Indemnification.

Accreditor hereby indemnifies and agrees to defend and hold harmless the Organization and/or member-institution, its partners, directors, officers, affiliates, employees and agents, from and against any damages, losses, costs and expenses

(including, without limitation, attorneys' fees) suffered by any such party, as a result of a breach of this Agreement by Accreditor, or suffered as a result of the enforcement by the Organization of this Agreement against Accreditor. If the Organization shall prevail in any action at law or in equity to enforce the provisions of this Agreement against Accreditor, Accreditor shall pay the Organization's costs and expenses (including, without limitation, attorneys' fees) incurred by the Organization in enforcing this Agreement against Accreditor.

#### Section 9. Cumulative Rights.

The rights granted to the Organization under this Agreement are reasonable and necessary to protect its legitimate interests and are in addition to, and not to be construed as a limitation of, all other rights of the Organization with respect to its Confidential Information and the protection of its business interests generally. No obligations of the Accreditor under this Agreement shall be canceled, limited (in type or scope or as to the remedies available for enforcement) or otherwise affected in any manner by any claim or cause of action that that Accreditor may have against the Organization or any third party.

#### Section 10. Amendments and Waivers.

This Agreement may be amended or modified, and any of the terms of covenants hereof may be waived, only by a written instrument duly executed by the parties hereto and the Organization, or in the case of a waiver, by the party waiving compliance. No waiver by the Organization of any provision hereof in any one or more instances shall be deemed or construed as a further or continuing waiver of such provision or any other provision. No waiver of rights, forbearance or leniency by the Organization whatsoever (including any failure to assert or enforce rights with respect to any Confidential Information or Confidential Materials against any third party) shall limit or otherwise affect the right of the Organization to insist upon and enforce strict compliance with the provisions of this Agreement (including with respect to the same Confidential Information or Confidential Materials).

## Section 11. Severability.

If any provision of this Agreement (including any sentence, clause or word), or the application thereof to any person, place or circumstance, shall be determined by a court of competent jurisdiction to be invalid or unenforceable for any reason, (a) the remaining provisions of this Agreement shall continue in full force and effect, unaffected by such determination, (b) the court making such determination shall have the power to, and the parties hereby request the court to, modify such provision (by providing for or adjusting the scope and/or duration of any rights or restrictions or otherwise) to the minimum extent necessary so that such provision becomes legal, valid and enforceable to the maximum extent permitted by law and (c) such determination shall apply only in the jurisdiction of such court and shall not alter, modify or affect such provision or any other provision in any other jurisdiction.

## Section 12. Venue.

This Agreement shall be construed and governed by and under the laws of the Philippines, without regard to its conflicts of laws principles. Any action, suit, or other legal proceeding which is commenced to resolve any matter arising under or relating to any provision of this Agreement shall be commenced and prosecuted *only* in the proper courts of Quezon City to the exclusion of others, and Accreditor consents to the jurisdiction of such a court.

## Section 13. Effective Date and Length of Obligations.

The Accreditor's obligations of confidentiality and non-use for Confidential Information received hereunder shall, and not expire unless it is subject to one or more of the above-recited exceptions.

## Section 14. General Terms.

(a) The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. If a court of competent jurisdiction determines that any restriction in this Agreement is overbroad or unreasonable under the circumstances, such restriction shall be

modified or revised by such court to include the maximum reasonable restriction allowed by law.

(b) This Agreement constitutes the entire agreement of the parties hereto concerning the subject matter hereof and supersedes any prior oral or written agreements pertaining to the subject matter of this Agreement. This Agreement may not be modified, changed or discharged in whole or in part, except in an agreement in writing signed by Consultant and the Company.

(c) There are no representations or covenants, express or implied, other than those set forth herein.

(d) Accreditor's rights under this Agreement may not be assigned or duties delegated without the Organization's prior written consent and any attempted assignment without such consent shall be void.

(e) This Agreement shall be binding upon the parties hereto and their respective successors and assigns and shall inure to the benefit of the parties hereto and their respective successors and assigns.

(f) Nothing contained herein shall create a joint venture between, or partnership among the parties.

(g) All Confidential Information disclosed by the Organization and/or member-institution to Accreditor shall be and shall remain the Organization's property, and nothing herein shall be construed as a license to make, use, license, sell or copy any inventions, ideas, trade secrets, trademarks, copyrightable works, or other intellectual property of the Organization and/or member-institution, whether or not disclosed hereunder.

(h) No delay or omission by the Organization in exercising any right under this Agreement will operate as a waiver of that or any other right. A waiver or consent given by the Organization on any one occasion is effective only in that instance and will not be construed as a bar to or waiver of any right on any other occasion.

INTENDING TO BE LEGALLY BOUND HEREBY, and upon due authorization, the parties have caused this Agreement to be executed as of the day and year first written above.

PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES
By:
Name of Accreditor

SIGNED IN THE PRESENCE OF:

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ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)  
\_\_\_\_\_ ) S.S.

BEFORE ME, a Notary Public for and in \_\_\_\_\_, on this \_\_\_ day of \_\_\_\_\_, personally appeared the following:

Affiant	Identification Card	Date Issued	Expiration Date

both known to me and to me known to be the same persons who executed the foregoing Agreement, which consists of \_\_\_\_\_ pages including this page on which the acknowledgment appears, and who admitted to me that the same is their free and voluntary act and deed.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first above written.

Doc. No. \_\_\_\_\_;  
Page No. \_\_\_\_\_;  
Book No. \_\_\_\_\_;  
Series of \_\_\_\_\_.

## KK. Code of Conduct and Policy on Conflict of Interest



Philippine Accrediting Association of Schools,  
Colleges and Universities

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### CODE OF CONDUCT AND POLICY ON CONFLICT OF INTEREST

#### Introduction

Integrity and accountability are core values adopted by PAASCU in the pursuit of its mission. These should characterize the interactions and activities of those who participate in all PAASCU-related activities including governance, leadership, and accreditation decisions. The decision to serve in any capacity, voluntary or contractual, whether or not compensated, as a member of the Board, a member of the various Commissions, as member of an accreditation survey team, as hired officer or staff, constitutes an express consent and commitment to conduct oneself following the highest standard of professionalism and the espoused values of the Association. In all situations, both actual and the appearance of conflicts of interest must be avoided to assure maintenance of the integrity of PAASCU. All individuals and groups, who find themselves in an actual, potential, or perceived conflict of interest, must exercise their duty of disclosure as soon as a conflict becomes apparent.

#### Policy

##### Membership in the Board of Trustees and the PAASCU Commissions

Members of the Board of Trustees and the PAASCU Commissions are prohibited from establishing or maintaining PAASCU-focused consulting relationships with schools or institutions for which they are compensated. This prohibition remains in effect during the period of their service as members of the Board or the Commissions.

A participant in any accreditation-related decision, where there is an actual, potential, or perceived conflict of interest must recuse him or herself from any involvement, discussions, and votes relative to the issue or topic associated with

the actual, potential, or perceived conflict of interest. Except with the express consent of the President of the Board of Trustees or the Commission Chair, a person recused by an actual, potential, or perceived conflict of interest will absent him or herself from the proceedings.

#### Accreditation Assignment to a Survey Team

When an accreditor is being considered for an assignment as a consultant or a member of a survey team, a determination will be made concerning conflict of interest. As a basic policy, no accreditor from a given school system will be assigned to a survey team that will evaluate a sister institution.

In cases where an accreditor identifies an actual, potential, or perceived conflict of interest, this disclosure will be recorded in writing as part of the volunteer assignment process and a copy filed with the PAASCU Secretariat. If there is a request for a determination of an actual, potential, or perceived conflict of interest, the standing committee headed by the Executive Director will determine the actual, potential, or perceived conflict of interest. Such requests must be in writing, and the determination by the standing committee is to be in writing, and both are to be filed with the PAASCU Secretariat.

An assertion by any third party of an actual, potential, or perceived conflict of interest in any matter will be referred to the affected individual who will be expected to provide a written explanation. Both the asserted conflict and the explanation will be considered by the standing committee for a determination as to the existence of a conflict of interest.

#### PAASCU Secretariat Employees

PAASCU Secretariat officers and staff are prohibited from establishing or maintaining accreditation-focused consulting relationships with schools or institutions for which they are compensated. This prohibition continues for one year following the termination of employees or contract engagement with PAASCU.

## Conflicts of Interest

Actual, potential, or perceived conflicts of interest may include, but are not limited to, the following:

1. Within the past ten years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is under review.
2. Within the past three years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is part of the same multi-institutional system as the institution under review.
3. Within the past year, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is a competitor of the institution under review or that may otherwise have a material interest in the outcome of the actions regarding the institution under review.
4. Within the past three years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other service capacity and direct involvement in the development, direct oversight, and continuing direct management of joint programs or other collaborative educational activities at an institution in cooperation with the institution under review.
5. Current employment by an institution that belongs to the same religious congregation.
6. Within the past year, having been a candidate for employment in any capacity or having applied for enrollment as a student at the institution under review.
7. Having an immediate family member(s) who is(are) a current employee(s), board members, candidate(s) for employment or admission to a degree program, or student(s) enrolled in a degree program, at the institution under review. Immediate family members include spouses, siblings, children, grandchildren, parents, and grandparents.
8. Being an alumna or alumnus of the institution under review.
9. Having a financial interest in the institution under review, or having an immediate family member(s) with any financial interest.
10. For the Secretariat staff, if they served as PAASCU representative or is directly or indirectly involved in accreditation related function for schools which may grant them and their immediate family member(s) scholarship benefits.

## Committee Meetings on Determining Conflicts of Interest

A standing committee, headed by the Executive Director and whose members, which may be Board or Commission members or not and are appointed by the Board on the recommendation of the Executive Director, is responsible for determining if a conflict of interest exists. The output of this standing committee is appealable to the Board of Trustees.

In cases where a participant voluntarily identifies an actual, potential, or perceived conflict of interest and recuses him or herself from the deliberations and actions, these events will be recorded in writing as part of the meeting record and a copy filed with the PAASCU Secretariat. If a request for a determination of an actual, potential, or perceived conflict of interest is made to the standing committee such requests must be made in writing, and the determination by the committee is to be in writing, and both are to be filed with the PAASCU Secretariat.

An assertion by any third party of an actual, potential, or perceived conflict of interest in any matter will be referred to the affected individual who will be expected to provide a written explanation. Both the asserted conflict and the explanation will be considered by the committee for a determination as to the existence of a conflict of interest.

### POLICY ACKNOWLEDGEMENT

I \_\_\_\_\_, hereby acknowledge that I have reviewed the Code of Conduct and Policy on Conflicts of Interest, that I will comply with the same, and the failure to comply with the terms set forth may result in disciplinary action, which may include termination from employment for employees or removal for members of the Board, the Commission or Survey Team and the Organization.

\_\_\_\_\_  
Name and Signature

\_\_\_\_\_  
Date

## LL. Interviewee Photo and Video Consent Form



Philippine Accrediting Association of Schools,  
Colleges and Universities

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### INTERVIEWEE PHOTO AND VIDEO CONSENT FORM

This authorization grants permission to use your image, still or moving, recorded during the (Type of visit, e.g., preliminary, formal, re-survey) to the (Program/s to be visited) at (Name of the School's) online/remote site visit for the publication in any medium of the PAASCU platforms.

By signing this document, you agree to allow the video recording during the interview session for PAASCU Survey Team's reference only. There will be no disclosure of the information with the University/College/School or any other third parties.

Please note that (Name of the School) is authorized to sign the consent form on behalf of involved interviewees and stakeholders. By signing this consent form, the university is obliged to inform interviewees and stakeholders their binding conditions therein.

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

Name : \_\_\_\_\_

Position : \_\_\_\_\_ (Head of university's QA)

Date : \_\_\_\_\_

## MM. Standard-Setting and Instrument Revision Flowchart



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

### Standard Setting and Instrument Revision Process

