

Primer for PAASCU Virtual Program Accreditation (VPA)

RESURVEY VPA SCHEDULE - 2022

February 3-4, 2022: Tertiary Programs- Accountancy, Nursing, Computer Engineering, Computer Science, & Information Technology

February 11-12, 2022: Graduate Programs – Doctor of Education, Master of Arts in Education, Master in Business Administration and Master in Public Administration

What is **PAASCU**?

PAASCU stands for **Philippine Accrediting Association of Schools, Colleges and Universities**.

It is a private, voluntary, non-profitand non-stock corporation which was registered with the Securities and Exchange Commission on December 2, 1957.

PAASCU is a service organization which accredits academic programs which meet commonly accepted standards of quality education.

What are PAASCU's Objectives?

1. To stimulate and integrate the efforts of institutions to elevate the standards of education in the Philippines, in both rural and urban areas.
2. To strengthen the capabilities of the educational institutions for service to the nation.
3. To identify educational institutions which meet or exceed stated criteriaof educational quality.
4. To encourage and assist institutions which have the potential and interestto improve themselves through continuing evaluation and self-surveys.
5. To provide counsel and assistance to

established and developing institutions and programs.

6. To provide a basis for institutional relationships, particularly in the transfer of students.
7. To provide guidance to students and parents in the choice of institutions and programs.
8. To attract financial aid from government and other sources for accredited programs and schools applying for accreditation.

Accreditation is...

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



What are the benefits and incentives for the various levels?

Level I: Applicant Status

Institutions/programs which have undergone a preliminary survey visit and are capable of attaining accredited status within one or two years.

1. Partial Administrative Deregulation : Exemption from compliance with prescribed administrative operational requirements, such as need for approval of class and teacher's programs, trimestral submission of enrolment lists, and reports of promotion of students. Form IX may also be submitted without the previously required documents and authority to grant teaching overload in meritorious cases.

Level II: Accredited Status

Institutions/programs which have undergone formal accreditation and have been granted initial accreditation set by FAAP for this level.

1. Full administrative deregulation, provided that reports of promotion of students and lists of graduates are available for review by CHED at all times.
2. Financial deregulation in terms of setting of tuition and other school fees and charges.
3. Partial curricular autonomy which shall include the authority to revise the curricula 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.
4. 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.
5. Priority in terms of available funding

assistance for scholarships, library materials, laboratory equipment and other development activities.

6. Priority for government subsidy for faculty development.
7. Right use on its publications or advertisements the word "ACCREDITED" pursuant to CHED policies and rules.
8. Limited visitation, inspection and / or supervision by CHED supervisory personnel or representatives.

Level III: Re-accredited Status

Institutions/programs which have been accredited and which have met the additional criteria set by FAAP for this level.

1. All the benefits for Level II.
2. Full curricular deregulation, including the authority to offer new courses allied to existing Level III courses, without need for prior approval provided that CHED, through the appropriate Higher Education Regional Office (HERO), is duly informed before offering such new programs.

Level IV: Re-accredited Status

Institutions/programs which have distinguished themselves in a broad area of academic discipline and enjoy prestige and authority comparable to that of international universities.

1. All the benefits for Level II and Level III.
2. Awards of grants/subsidies from the Higher Education Development Fund for programs of qualified tertiary educational institutions for the period or duration of its Level IV accredited status, as approved by the CHED, in accordance with the HEDF Guidelines.
3. Grant of charter or full autonomy for the duration of its Level IV accredited status of the institution.

PREPARE FOR THE VIRTUAL CLASSROOM OBSERVATION

The following areas shall be observed and rated during the virtual class observation:

A. Course Overview and Orientation

1. Objectives, structure and plan for the course are clearly stated in the syllabus as well as for the for the days lesson
2. Defined expectations and protocols for class participation and other forms of interaction are communicated to students (reiterate at the beginning of each class).

B. Learning Outcomes

1. Learning outcomes in terms of competencies that can be assessed at the end of the course are clearly stated (in the syllabus).
2. Learning outcomes are clearly stated and are aligned with the course learning outcomes.

C. Assessment

1. Assessments are clearly aligned to the learning outcomes and show evidence to assess the attainment of these outcomes.
2. Specific descriptive criteria are provided for teacher's evaluation of the work and the student's self-assessment (rubrics)

D. Content or Instructional Materials

1. Instructional materials represent up-to-date theory and practice in the discipline and contribute to the attainment of the learning outcomes.
2. Instructional materials are presented in variety of ways (lecture, text readings, videos, etc.) in order to engage students and encourage them to connect to content.

E. Teacher Presence and Support

1. Teachers interact with learners providing support and complement self-learning.
2. Teachers interact with learners in a regular manner, responding to their posts, giving feedback and the likes even during asynchronous sessions.
3. Teachers have the opportunity to interact with each students whether in a plenary session, small groups or individually.

F. Learning Experiences and Interaction

1. All learning experiences offered to students promote and are relevant to the learning outcomes.
2. Learning activities and tasks for students provide opportunities for self-directed learning and interactions with peers.

G. Technology and Accessibility.

1. Teachers use tools that are compatible with learning activities.
2. Various tools are used to promote active and interactive learning.
3. Students are informed where and when they can avail of help in case of technical difficulties.
4. Teachers use tools, technologies and applications that are student friendly.

GUIDING PRINCIPLES

1. Of all the areas to be visited by PAASCU, FACULTY and CURRICULUM & INSTRUCTION are assigned the highest weight. The ratings received by these areas strongly influence the decision of the accreditors.
2. Improvement made in other areas (faculty, library, laboratory, administration, physical plant, students services) are expected to have positive impact to faculty and students' performance.
3. The self-survey report submitted to PAASCU will be validated by:
 - a. inspecting supporting documents;
 - b. observing actual classroom activities;
 - c. looking at the conditions of our facilities;
 - d. probing.
4. EVERYBODY'S CONTRIBUTION IS CRUCIAL in the realization of the desired accreditation.