



Accrediting Commission of Career Schools and Colleges

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# Executive Memo

## Self-Evaluation Report Faculty and Staff Personnel Reports

January 11, 2010

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In 2009, ACCSC spent significant time and effort examining its existing procedures for institutions seeking renewal of accreditation with a goal of ensuring that this process for schools is effective and efficient. As all accredited institutions know well, the Self-Evaluation Report is a key component in the accreditation process and in order to give its review sufficient weight, the Commission appointed a Self-Evaluation Report Task Force (SER Task Force) consisting of representatives from the ACCSC membership to review this part of the required accreditation documents. Upon the completion of its review, the SER Task Force recommended significant revisions as a means to streamline and make less redundant the accreditation process and the Self-Evaluation Report. In 2009, the task force and the Commission completed its work and published a revised Self-Evaluation Report and Application for Renewal of Accreditation, which are available at [www.accsc.org](http://www.accsc.org).

One of the most significant changes implemented by the Commission is to no longer require ACCSC-accredited institutions to maintain or submit Staff Personnel Reports or Faculty Personnel Reports. The SER Task Force and the Commission found that these forms in most cases served more as an administrative burden than in contributing to the quality of the institution's faculty and staff. As such, the Commission made the decision to no longer require schools to maintain or submit Staff Personnel Reports or Faculty Personnel Reports as a normal part of the accreditation process. This is not to say that institution's cannot choose to maintain these forms if desired and that the Commission may, when appropriate, require an institution to submit these forms should specific concerns arise regarding staff or faculty qualifications, but as a general rule, these forms are no longer required to be maintained or submitted for Commission consideration.

ACCSC-accredited institutions still have the responsibility to demonstrate that staff and faculty are qualified and engage in professional development activities. Enclosed with this policy memo is an excerpt from the revised Self-Evaluation Report which shows the matrix format that the Commission now uses to afford institutions with an opportunity to convey the qualifications, activities, and responsibilities of faculty and staff. ACCSC-accredited institutions should continue to maintain staff and faculty personnel files that are organized and contain all of the information required to demonstrate compliance with applicable accrediting standards (e.g., verification of prior work experience, academic credentials, and professional development activities). The Commission encourages all ACCSC-accredited institutions to review the *Standards of Accreditation* for the specific requirements in these areas.

For further information on the Commission's requirements in this area, please contact Thomas Cornacchia, Director of Accreditation at [tcornacchia@accsc.org](mailto:tcornacchia@accsc.org) or 703.247.4507

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# Enclosure: Self Evaluation Report Excerpt:

## Section III (B), Faculty Qualifications

### B. FACULTY QUALIFICATIONS

1. List all faculty teaching at the school detailing the program in which they teach, including the academic credential offered. Arrange the list by program in the format provided below.

Instructor Name	Program (Credential)

2. Describe how the school's faculty is sufficient in number to serve the student enrollment and how the instructional staff maintains a satisfactory working relationship with students (i.e., including sufficient time to advise students, grade papers, stay current with the field of training, and fulfill the required contact hours of teaching).

Explain how the school determines that all faculty members have appropriate training in instructional methods and teaching skills, are able to teach in a manner that permits announced educational objectives to be achieved, and are able to demonstrate a command of theory and practice, contemporary knowledge, and continuing study in their particular field. Does the school have a training program to provide training in instructional methods and teaching skills? If so, please describe the program curriculum and explain how the effectiveness of this training program is determined and documented.

3. List the faculty teaching technical and occupationally related courses in either non-degree or occupational associate degree programs and demonstrate that they have a minimum of three years of related practical work experience by completing the following chart.

Instructor Name	Course(s) taught	Description of Work Experience	From (m/y)	To (m/y)

4. List the faculty teaching applied general education courses in an occupational associate degree program and demonstrate that they have a baccalaureate degree with appropriate coursework in the subject area(s) taught or three years related practical work experience and 15 credits of college level coursework in the subject area(s) taught by completing the following chart.

Instructor Name	Course(s) taught	Degree or Credits Earned / Yr.	Description of Work Experience	From (m/y)	To (m/y)

5. List the faculty teaching technical and occupationally related courses in an academic associate or baccalaureate degree program and demonstrate that they have a minimum of four years of related practical work experience in the subject area(s) taught and that they possess a related degree at least at the same level of the course the faculty member is teaching by completing the following chart.

Instructor Name	Course(s) taught	Degree Earned / Yr.	Description of Work Experience	From (m/y)	To (m/y)

# **Enclosure: Self Evaluation Report Excerpt:**

## **Section III (B), Faculty Qualifications**

6. List the faculty teaching general education courses in an academic degree program and demonstrate that they have, at a minimum, a master's degree with a minimum of 15 semester credit hours (or the equivalent) in related subject areas which support the curriculum content by completing the following chart.

Instructor Name	Course(s) taught	Degree Earned / Yr.	Related Subject Matter Credits Earned / Yr. (Indicate Undergrad. or Grad. Credit)

7. List the graduate level faculty and document that at least 50% of the graduate level courses included in the master's degree program are taught by faculty members who possess a minimum of four years of related practical work experience, an earned doctorate degree or other terminal degree in a related field of study, and appropriate preparation in the subject area taught.

Instructor Name	Course(s) taught	Degree Earned / Yr.	Description and Dates of Work Experience	Prep. In Subject Area

8. List the faculty teaching ESL courses and demonstrate that they have appropriate experience and educational background including state or equivalent credentials in Teaching of English to Speakers of Other Languages (TESOL).

Instructor Name	ESL Experience	ESL Educational Background	State or Equivalent Credentials in Teaching of English to Speaker of Other Languages (TESOL)