

OVERVIEW OF THE ACCREDITATION PROCESS

Before making application for accreditation, carefully read the information in this booklet. Meeting accreditation standards and completion of the self-study process require a total commitment of the board, faculty, and staff.

The following steps outline the accreditation process:

STEP ONE: Complete the Application for Accreditation

The application is available on the CGACS website at www.cgacs.org under the Accountability tab. The school/center should return the completed application to the CGACS office with the application fee and a copy of the board minutes of the meeting in which the pursuit of accreditation was approved.

STEP TWO: Candidate Status Visit

Once the accreditation application has been received by CGACS, the school/center will be contacted to establish a date for a candidate visit. The purpose of this visit is to determine whether or not the school can meet accreditation standards, complete the self-study, and host a visiting team within a three-year period.

The visit is necessary for formal admittance into the CGACS accreditation program. This visit can also be used to discuss specific questions related to the accreditation process and/or further familiarize parent groups, board members, or faculty with the meaning and process of accreditation.

Once accreditation status has been granted, the school/center will receive official notification from CGACS. A consultant will also be assigned to the school/center.

STEP THREE: The Role of the Consultant

The consultant serves as the resource person throughout the entire self-study process. The consultant will serve as the chairman of the visiting team unless a change is needed.

STEP FOUR: The Self-Study

The school/center will do a study of itself. While the chief administrator has a major role in the self-study, the faculty, board, and others as deemed necessary are likewise involved in the self-study. There are many responsibilities that may be delegated to those in the self-study to these individuals through assignments to subcommittees.

The self-study examines the philosophy, mission, goals, and the means of the school/center to attain these. In order to fulfill the self-study, the chief administrator appoints a steering

committee that oversees the management and completion of the self-study. Subcommittees are established for the self study, and assignments are made for each section of the study. The report should be thorough and concise. At least six months should be allowed for the self-study process. When the subcommittee completes the report, it is submitted to the steering committee for its review. The steering committee can make recommendations to the subcommittee report before it is submitted to the entire faculty, staff, and board for final approval.

Each section of the self-study is to be considered in its final form by the faculty, staff, and board; and a consensus concerning the findings of the self-study should be reached. At that time, an electronic version of the self-study should be submitted to the CGACS office.

STEP FIVE: The Team Visit

Upon receipt of the self-study manual, a team of Christian school administrators will be scheduled to visit the school. The number of members on the team depends upon the size of the school, the number of grades in the program, and the number of campuses involved.

The primary purpose of the team's visit is to verify the integrity of the school's self-study. The team seeks to determine if the school's self-study accurately reflects the programs and overall ministry at the school. The team's final report will address all aspects of the school. A list of Commendations and Recommendations will also be prepared for each section of the self study.

STEP SIX: Accreditation Commission

At the conclusion of the team visit, the committee's report will be forwarded to the CGACS office. The team's report and recommendations will be considered at the appropriate meeting of the CGACS Accreditation Commission and action will be taken.