

HOW TO WRITE THE SELF-STUDY MANUAL

The self-study should be a thorough, accurate, and well-written document. The steering committee generally serves as the editorial committee for the self-study manual. The following items should be included in the self-study document.

1. The self-study manual should have in its front matter:
 - a. Title page identifying the school/center and the document
 - b. List of all of the committee personnel who have worked on the self-study
 - c. One-page summary of the history of the school/center
2. The introduction of the self-study should include the purpose of the study, how the self-study was conducted, and the intentions of the self-study.
3. The body of the self-study should include
 - a. Each standard, numbered as in the CGACS Standards for Accreditation
 - b. The self-study questions and answers for each standard with appropriate supporting data. Answers to the questions are to be in narrative style. *(Do not include the standards themselves.)*
 - c. If there are recommendations for improvement, they should follow the answers. The recommendations should include what the improvement will be, identify resources, create a timeline for achieving the improvement, and name of the person(s) responsible for making the improvement.)
4. The conclusion should be a summary of the study.

ASSIGNMENTS FOR SELF-STUDY COMMITTEES

STEERING COMMITTEE

The steering that is appointed from the school/center community has the responsibility of overseeing the self-study. The responsibilities of the steering committee are

1. Managing the overall self-study process.
2. Reviewing all the self-study committee work for accuracy, appropriateness, and thoroughness.
3. Confirming that the committees prepared the necessary data.

SELF-STUDY COMMITTEES

Self-study committees from the school/center community are appointed for each of the Standards and are responsible for reporting on the activities of the school for that particular Standards. In its study, the committee should do three items:

1. Provide information on how the school/center actually operates. The committee should investigate and determine what is actually experienced at the school/center by students, parents, teachers, administrators, board members, and others involved with the facility.
2. Compare this information with the school's/center's philosophy, objectives, and learning expectations.
3. Determine if improvements need to be made in the area. If improvement is needed, then the committee should identify how the improvements can be made.