



Accreditation Standards with Components and Indicators

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INTRODUCTION

The Pentecostal Education Commission is the education commission for the Pentecostal World Fellowship (PWF). The Pentecostal Education Commission, through its Accreditation and Quality Assurance Commission, has developed a quality assurance framework to serve as the basis for determining and recognizing the extent to which an institution is accomplishing its mission and goals.

The Standards serve as guidance for the following:

1. They serve as an alignment reference for The Pentecostal Education Commission member associations that offer quality assurance services including Asia Pentecostal Theological Association (APTA) and the Association for Pentecostal Theological Education in Africa (APTEA).
2. They guide accreditation and quality assurance service provision by The Pentecostal Education Commission for PWF affiliated institutions in locations where there is no regional quality assurance service provider.

These Standards and their associated components represent the best practices to be attained in the various aspects of the institution. They serve as a basis for systematic self-study for purposes of accreditation or for the institution's own internal evaluation. An institutional self-study describes how an institution is meeting the Standards in a manner appropriate to its mission, goals, and objectives. The Pentecostal Education Commission encourages institutions to engage in periodic self-study even if they are not applying for accreditation. The Accreditation Standards and Components provide a useful framework for this purpose.

The Pentecostal Education Commission's quality assurance approach does not specifically define uniform targets or specific expectations for member institutions. Rather, the accreditation process guides an institution in evaluating its effectiveness in achieving its own desired outcomes. The process begins when an institution formulates a mission statement supported by relevant learning outcomes along with goals and objectives that clearly relate to the Church's biblical mandate. It is the institution's mission statement that is the foundational first Standard. Each of the remaining nine standards is a content-specific measurement of the fulfillment of the institution's mission statement in key areas of institutional life.

THE STANDARDS

The Pentecostal Education Commission has developed Standards to evaluate the extent to which an institution or training program is accomplishing its mission, goals, and objectives. These Standards define the required qualities an institution must exhibit in all aspects of its operation.

There are three important criteria for each Standard:

1. The accreditation process is informed and guided by ten **Standards** that identify areas of development and practice that institutions should characteristically demonstrate. An applicant institution should provide evidence that it addresses each of these Standards as it completes an institutional self-study.
2. Each Standard is organized into a set of **Components** that assist an institution in determining its level of compliance with the Standard.
3. For each component, **Typical Indicators** describe ways an institution could demonstrate that it satisfies the requirements stipulated by the component. The typical indicators may not always fit a local situation, and an institution may demonstrate its compliance with the standards in ways more appropriate to its mission and context.

ACCREDITATION

Accreditation is the successful conclusion of a process in which member institutions voluntarily submit to a thorough and rigorous internal and external examination of their mission and their capacity to accomplish it. Accreditation assesses the quality of services, operations, and requirements in accordance with internationally accepted standards for academic levels of instruction. The accreditation process seeks to recognize those institutions that have demonstrated virtually full compliance in meeting the Standards. Provisional accreditation may be awarded in situations where there are areas of operation that are not sufficiently compliant but where recommendations are provided for the institution to meet the expected Standard at a future assessment. Many higher education sectors require institutions to be registered and accredited according to their national quality assurance standards. In such cases The Pentecostal Education Commission accreditation serves to complement national quality assurance by providing an orientation to quality assurance that is uniquely based on Pentecostal biblical faith-affirming mission and vision.

BENEFITS OF THE PENTECOSTAL EDUCATION COMMISSION ACCREDITATION

An institution benefits in several ways from pursuing accreditation. Both the internal evaluation required to complete an institutional self-study and the input from outside evaluators offer valuable assistance to an institution in assessing its capacity to fulfill its mission. The Standards reflect common international benchmarks for quality assurance and provide a basis for international recognition for degree level studies. This means that accreditation is a statement that programs are of sufficient quality that graduates should be considered for further levels of study, and that individual undergraduate courses should be recognized for transfer of credit to peer programs and institutions. This, of course, is particularly true for Pentecostal colleges and universities and other theological or ministry training programs that are affiliated with the Pentecostal Education Commission's stakeholder, the Pentecostal World Fellowship.

Additional benefits of accreditation include the following:

- The institution establishes (or reviews) its mission statement, goals, and objectives to evaluate its effectiveness as a vital part of God's redemptive plan for humankind.
- The institution makes specific plans to fulfill its stated reason for being.
- The institution enjoys the benefits of purposeful and efficient operation.
- The institution becomes part of a network of programs sharing similar vision and commitment to Pentecostal theological education.

The Pentecostal Education Commission's orientation to effective quality assurance approaches does not seek to focus on simply ensuring institutions secure higher levels of recognition as its primary function. That is a function of institutional planning and decision making. Instead, it seeks to ensure quality delivery of learning at every level in compliance with best-practice standards for that level and alignment with the institution's vision and mission.

INSTITUTIONAL SELF-STUDY

Completing a comprehensive institutional self-study is the foundation of any quality assurance process. The Pentecostal Education Commission has designed the Standards to guide institutional self-study. Institutions should engage in this process even though the process may reveal deficiencies that the institution must address prior to formally seeking accreditation. The Pentecostal Education Commission further encourages its member institutions to engage in regular self-study even if they are not actively applying for accreditation at the time. The Standards and Components provide a useful framework for quality assurance.

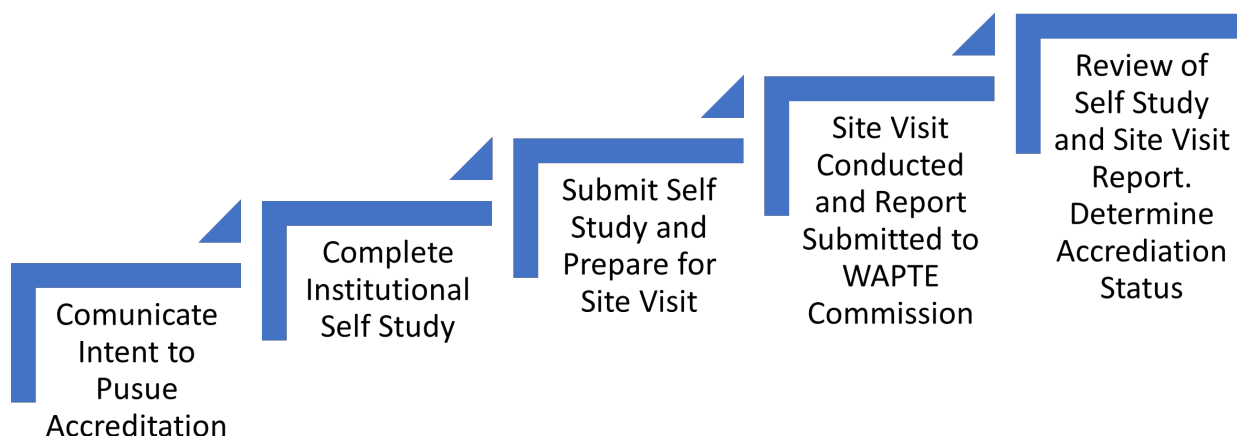
The Pentecostal Education Commission strongly recommends total staff involvement in the self-study process. The institution should objectively analyze its strengths and weaknesses with respect to the Standards, and complete the following self-study steps:

- Understand the process and desired end-result of the self-study.
- Analyze and understand the Pentecostal Education Commission Standards.
- Compare the institution, its programs and student outcomes to the Pentecostal Education Commission Standards by doing the following:
 - Collect as much information as possible.
 - Analyze and evaluate the results of the comparison.
 - Determine the extent to which the institution complies with each Standard.
- Identify strengths and weaknesses or areas to improve. Develop action plans to improve the institution and its programs by setting priorities and identifying possible solutions.
- Determine actions the institution should take, specifying the administrator or faculty member responsible for each task, and setting a deadline for completion of all necessary action.

Once these steps have been fully engaged then the institution is ready to draft the self- study report.

OVERVIEW OF THE PROCESS

The following is a simplified overview of the steps that need to be completed highlighting the work of the institution, the Chair of the Accreditation and Quality Assurance Commission, and the Pentecostal Education Commission Chairman and Board.



- *Communicate Intent* - Institution Head contacts Chair of the Accreditation and Quality Assurance Commission expressing intent to pursue accreditation. The Chair will then respond with advice, instruction and support materials.
- *Complete Self Study* - The institution establishes a self-study team to conduct analysis of compliance to the Pentecostal Education Commission Standards and collect documentation that provides evidence for that analysis. A draft report of the institutional self-study is submitted to the Chair Accreditation and Quality Assurance Commission for preliminary review.
- *Submit Self-Study* - Following review of the preliminary self-study by the Commission Chair, and institutional responses to suggested changes and improvements, the final version of the self-study is submitted to the Chair of the Pentecostal Education Commission Accreditation and Quality Assurance Commission.
- *Site Visit Conducted* - The Pentecostal Education Commission Accreditation and Quality Assurance Commission will conduct a site visit to assess and evaluate the institution's compliance with Pentecostal Education Commission standards based on the self-study and the supporting evidence of its claims. The nature and composition for this step will vary from institution to institution. At the end of the visit a verbal preliminary report will be provided to the institution.

- *Review and Determination of Accreditation Status* - Following receipt of the site visit report, the Accreditation and Quality Assurance Commission will prepare a final Accreditation Report and submit that report including recommendations to the Pentecostal Education Commission Chair. The Chair will bring this to the Pentecostal Education Commission Board for review and a decision regarding accreditation. The final decision will be communicated to the institution.

DESCRIPTION OF THE STANDARDS

The next section of this document presents a table that is divided into ten sections, one for each of the ten Standards, with the format in each section as follows:

Standard Number: Standard Heading. The Standard heading follows the Standard number and gives a basic description of the standard in a paragraph or two.

Components (1A, 1B, etc.). The components or specific parts further define the Standard. The self-study assists institutions in evaluating their degree of compliance regarding each of the Components.

Typical indicators (1A1, 1A2, etc.) Typical indicators, numbered sequentially by Component, refer to the ways institutions typically satisfy the Components of each Standard. The self-study allows the institution to list ways in which it either complies with the Typical Indicator, or how it expects to address the Indicator in the future.

STANDARD ONE:**MISSION STATEMENT, GOALS AND OBJECTIVES, AND STUDENT LEARNING OUTCOMES**

A written statement that clearly expresses the institution's mission (purpose) is published in appropriate school documents and functions as the foundation for all aspects of its structure, operations, and program development. The statement specifies the intended end results that the school is seeking to achieve and gives guidance to the development of institutional goals and objectives and student learning outcomes. Collectively these indicate the school's commitment to the integration of faith and learning and student spiritual formation within the Pentecostal tradition.

Previous Description of Standard:

A written statement that clearly expresses the institution's mission (purpose) is published in appropriate school documents and functions as the basic foundation for all aspects of its structure, operations and program development. The statement specifies the intended end results that the school is seeking to achieve in terms of student outcomes and clearly indicates the school's commitment to the integration of faith and learning and student spiritual formation within the Pentecostal tradition.

1A	The institution is guided by a mission statement, institutional goals and objectives, and student learning outcomes that are consistent with its biblical mandate and appear in the documents by which it is governed.	
	1	The mission statement is end-results focussed and clearly defines the purpose for the institution as envisioned by the institutions stakeholders.
	2	Through the implementation of the institutional mission, it is evident that the institution's administration and faculty know, support, and encourage its distinctives, including its commitment to Pentecostal experience and ministry.
1B	The mission statement, Institutional goals and objectives and student learning outcomes are reviewed periodically with participation by the appropriate segments of the institution.	
	1	The educational needs of the constituency served by the institution and the anticipated social impact are systematically and periodically reviewed.
	2	At the time of self-study, the mission statement is reviewed with input from the stakeholders, the board, administrators, faculty, staff and students.
	3	Institutional goals and objectives and student learning outcomes are reviewed at the time of self-study and at least once between self-study reports with input from the board, administrators, faculty, and staff.
1C	The general goals and objectives of the school provide direction for current operations and future development, in alignment with the mission statement.	
	1	Specific goals and objectives that implement the institution's mission statement are worded with clarity and precision; substantiated by supporting programs and documents; understood and accepted by the administration, faculty, and students; included in appropriate school publications; and worded so as to specify intended outcomes.

	2	Goals and objectives are used to guide planning, resource allocation and decision-making
	3	The institution takes steps to regularly acquaint the entire community with its goals and objectives and with the significance of the goals and objectives to the purpose of the school.
1D	Institutional student learning outcomes clearly articulate, in concise, specific, and measurable terms, the learning the institution intends to achieve. They provide a meaningful basis for evaluating whether the school's programs and activities are consistent with its mission statement and achieving the intended student outcomes.	
	1	The student learning outcomes guide all facets of the educational programs and activities. Institutional student learning outcomes inform development of department or program outcomes and, in turn, course learning outcomes.
	2	A framework is established for ongoing assessment of student learning outcomes and the reporting of this assessment to institutional leadership.
1E	The institution communicates its mission statement, goals and objectives and student learning outcomes to its constituency.	
	1	The institution publicizes its goals and objectives in print and electronic media, such as regularly updated school catalog and website.
	2	The institution ensures that students and its constituency can easily access communication regarding its mission statement, goals and objectives and student learning outcomes.

STANDARD TWO: EDUCATIONAL PROGRAMS

As the core business of an institution, educational programs are carefully developed and periodically reviewed and updated with regard to the institution's biblical mandate; its mission; the needs of its students, constituency, and society; and its resources. Educational programs include the academic curriculum, instructional processes, practical ministry training and the spiritual and social development programs the school provides for its students. Delivery of educational programs includes traditional in-person study, online learning, and off-campus programming. The institution strives to attain the highest possible quality in all its educational program delivery as evidenced by student outcomes.

2A	The educational programs are clearly aligned to the institution's mission statement, goals and objectives and Student learning outcomes. This relationship is demonstrated in admission policies, curriculum content and graduation requirements.	
	1	Academic programs leading to a degree, diploma or certificate are designed with the appropriate scope and sequence of courses, and teaching methodologies to achieve institutional objectives. The Institution's defined curricula, including course prerequisites, are adhered to in practice.
	2	The institution develops, approves, and administers all programs and chosen delivery systems through defined institutional channels and ensures periodic systematic review and evaluation.
	3	Educational programs reflect an appropriate balance of courses. They include Bible, theology, and ministry preparation courses; general education courses applicable to the development of ministry and social engagement skills; and skill-based courses or experiences that develop competence in communication and ministry.
	4	Specialized programs are designed to equip students for a specific field of ministry. These programs enable graduates to demonstrate competence and effectiveness in specialized areas of ministry (e.g., children's ministry, global mission work, and counselling).
	5	Within the main levels of study (undergraduate or graduate) provision is made for students to transfer courses from previous study e.g. certificate to diploma, or from one specialization to another.
	6	Academic program course requirements and details of all policies and regulations relative to completion of study programs are published and made available to students.
	7	The institution evaluates the effectiveness of its educational programs at stated intervals. The school conducts a comprehensive assessment of realization of student learning outcomes with an openness to creativity and innovation through feedback from graduates, students, faculty, sponsoring organizations, and other stakeholders.

2B	The curriculum design is structured to achieve the institutional mission, goals and objectives and student learning outcomes. Programs meet the semester unit requirements (or equivalent) appropriate to the certificate, diploma, and/or degree offered. Clear and precise guidance is provided for each instructional program of the institution.	
	1	Educational programs adhere to standard requirements for classroom contact hours. Schools that calculate units on a basis other than the traditional residential semester system* show mathematical equivalency in terms of minutes of guided instruction. This includes programs offered utilizing an alternate delivery system. Courses requiring interpretation may necessitate additional instruction time. The institution should also designate adequate independent study time. * For courses taught in the language of the students, one semester unit consists of a minimum of 750 minutes of guided instruction, plus a final examination period. In addition, there is an amount of additional independent study appropriate to the level of the program (e.g. one to two hours of independent study for each hour of classroom instruction at the Bachelor level).
	2	Certificate programs (normally two-year programs) involve at least 64 semester units. In national or regional jurisdictions where one-year certificates are acceptable these would involve at least 32 semester units.
	3	Diploma programs (normally three-year programs) involve at least 96 semester units. An instruction program offered as a major requires a minimum of 30 semester units and as a minor, a minimum of 15 semester units. In national or regional jurisdictions where two-year diplomas are acceptable these would involve at least 64 semester units.
	4	Bachelor degree programs (normally four year programs) involve at least 128 semester units. An instructional program offered as a major requires a minimum of 30 semester units and as a minor, a minimum of 15 semester units.
	5	Master of Arts (M.A.) programs or their equivalent, involve at least 30 semester units including a thesis requirement (usually 6 units) or 36 semester units when a thesis is not required.
	6	Master of Divinity (M.Div.) programs involve at least 72 semester units for graduates with an undergraduate major, or its equivalent, in a Bible-related area or 96 semester units for graduates presenting a secular degree.
	7	Master of Theology (Th.M. or M.Th) programs involve at least 36 semester units including a thesis of no less than 6 units.
	8	Doctor of Ministry (D.Min.) programs involve at least 30 semester units beyond a Masters degree, including a research project of no less than 6 units detailing significant research in a ministry area.
	9	Doctor of Philosophy (Ph.D.) programs are generally offered according to the American model involving course work plus a dissertation or the European model which is a research-only degree. When coursework is

		involved (i.e. the American model) the programs involve at least 30 semester hours beyond a Masters degree. In all cases the common quality assurance guidelines for PhD programs apply including comprehensive exams, research proposal approval, assigning of advisors, requirement of original research, and dissertation defense.
	10	Responsibility for curriculum design and implementation is clearly designated with established channels of communication and control. Academic faculty have a significant role in the design of instructional programs.
	11	The curriculum is periodically subjected to critical examination and re-evaluation. An educational master plan is regularly updated for those institutions offering multiple programs.
	12	A course syllabus is produced for each course offered. The syllabus includes a course description and defines course objectives, learning outcomes, content, planned learning activities, evaluation procedures, a grading rubric, and where appropriate, a bibliography of learning resources.
	13	The language of instruction is chosen according to the context of the institution, provided learning resources in that language of instruction are commensurate with the curricula offered.
2C		The institution seeks to admit those who are fitted by character, experience, and demonstrated aptitude for education at the institution's various levels of study.
	1	The institution admits applicants in keeping with established admission policies. Appropriate application forms and procedures are used for student admission
	2	The institution has a stated policy regarding the transfer of credits from other institutions. Credits transferred from non-accredited institutions are accepted on the basis of validation by examinations, a period of probationary study or other appropriate indicators of academic equivalency. There is a limit to the total number of transfer credits; typically, up to two-thirds of a study program.
	3	Admission policies ought to align or be compatible with national or regional jurisdiction standards for acceptance to the various levels of institutional programs unless there is provision that is afforded private and/or theological institutions.
	4	For undergraduate programs (certificate, diploma and bachelor degree programs) admission is based on a high school diploma that normally reflects twelve years of education or its equivalent. Where required, and permissible according to national or regional jurisdiction, students may be admitted with lower qualification as mature students, on probation, or with any necessary adjustment in the levels of course requirements and learning resources.
	5	For graduate level programs (master and doctoral degree programs) admission is based on completion of a suitable bachelor degree for master level programs and a suitable master degree for doctoral level programs.

		Admission to programs for graduate study gives special consideration to the specific nature of the studies completed at the previous level, the academic performance of the student in those programs, and related ministry experience.
2D	The institution includes field ministry training as a fundamental and relevant part of its total educational program.	
	1	The educational program includes adequate credit or non-credit field ministry training, which is sequenced according to both the academic and developmental level of the students.
	2	Field ministry training courses and assignments include various aspects of Christian ministry relevant to the ministry training goals of the institution and the interests and needs of the individual students.
	3	The institution's objectives and learning outcomes for field ministry are clear, adequately communicated to all concerned and carefully implemented.
	4	Field ministry assignments consider the ministry experience and developmental needs of the individual students.
	5	The institution carefully evaluates student ministry skills and spiritual growth on a regular schedule. Evaluation criteria and methods reflect input from both institution staff and supervisors at the field ministry location.
2E	The institution provides clear, accurate and helpful information about programs, course offerings and available alternatives to help students attain their educational goals and meet institutional requirements.	
	1	Published documents such as catalogs, bulletins and handbooks contain precise, accurate and current statements of policies and procedures, including requirements for admission and graduation, grading policies, descriptions of educational programs and current course offerings. These documents are available to students and the interested public.
	2	Statements in promotional publications and non-print media, especially regarding excellence of program or success in placement and achievement of graduates, can all be verified.
	3	The financial obligations and requirements of students, including accurate information regarding financial aid and tuition/fee refund policies, are clearly stated.
2F	Evaluation of student learning or achievement and awarding of credit in courses for completion of specified course requirements follow stated criteria.	
	1	A uniform grading system that outlines criteria for evaluation of student performance, achievement, and corresponding grades, is published and generally understood by faculty and students.
	2	Grading for coursework follows the clearly defined and published specifications presented in the course syllabus.
	3	Faculty members utilize varied methods of student assessment, such as subjective and objective examinations, written assignments, and projects, and field-based or practical performance evaluations.

	4	The institution has a published grade appeal process whereby a student can appeal a grade that they consider inaccurate or unfair.
2G	The institution has an appropriate method of recording, maintaining, and safeguarding academic records of students for all programs including those offered off campus or online.	
	1	The institution maintains individual records for all students in one central location. These records include grades, credits earned, and any certificates, diplomas, or degrees awarded.
	2	The individual records are used to produce grade reports and transcripts for students as needed.
	3	The school maintains a duplicate set of all academic records in a secure off-campus (off-site) location.
2H	If offered, off-campus educational programs and courses are an integral part of the institution. Their goals and objectives are consistent with those of the institution. The institution provides appropriate resources and controls to maintain quality.	
	1	Goals and objectives of off-campus programs and courses are consistent with those of the institution. If such programs or courses differ in purpose or procedure from those offered on campus, the differences are justified and their connection with the institution's mission is clarified.
	2	Requirements for off-campus programs and courses are qualitatively consistent with those in effect on campus. Comparable levels of student work and achievement are required for course credit.
	3	Off-campus programs and courses are approved and administered under established institutional policies and procedures and are supervised by an administrator who is part of the institutional organization.
	4	To assure quality in off-campus programs and courses, on-campus administrators and faculty have appropriate involvement in planning, approval and ongoing evaluation of these programs and courses, and in the selection and evaluation of instructors.
	5	Qualifications of instructors in off-campus programs and courses are commensurate with those for on-campus instructors. It is desirable that at least 50% of courses offered off campus be taught by the regular faculty of the institution.
	6	Off-campus programs are described in appropriate catalogs, brochures, announcements, and other promotional materials. Exceptions to on-campus conditions are clearly indicated in off-campus program documents.
	7	The standards for credit awarded for participation in off-campus programs is the equivalent to standards required for on-campus courses.
2I	If offered, online educational programs and courses are an integral part of the institution. Their goals and objectives are consistent with those of the institution. The institution provides appropriate resources and controls to maintain quality.	
	1	Goals and objectives of the online programs and courses are consistent with those of the institution. If such programs or courses differ in purpose or

		procedure from those offered in a face-to-face style, the differences are justified and their connection with the institution's mission is clarified.
	2	The online program and courses use learning activities that engage students in active learning; provide students with multiple learning paths to master the content based on student needs; and provide ample opportunities for interaction and communication student to student, student with instructor and instructor to student.
	3	The programs and courses use multiple strategies and activities to assess the progress of the students and provide the students with feedback.
	4	The programs and courses take full advantage of a variety of technology tools, have a user-friendly interface, and meet accessibility standards for interoperability. This will normally be accomplished by use of a Learning Management System (LMS).
	5	The program itself and each course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The courses are kept up to date, both in content and in the application of new research on course design and technologies.
	6	The online programs are described in appropriate catalogs, brochures, announcements, and other promotional materials. Exceptions to on-campus conditions are clearly indicated in online program documents.
	7	The standards for credit awarded for participation in online programs is the equivalent to standards required for on-campus courses.
2J		Instruction is characterized by contextualization of the content, learning resources, and instructional methodology.
	1	Course syllabi include evidence of contextualization and instructors apply course content to local ministry context.
	2	Faculty members utilize contextualized learning resources appropriate to the institutional cultural context and the academic level of study when available.

**STANDARD THREE:
FACULTY AND STAFF**

The people involved in all phases of day-to-day operation of an institution are critical to its effective functioning and exert a strong influence on its product and ultimate value to its constituency. The institution therefore seeks to engage and maintain a faculty and staff, whether salaried or volunteer, who are well-qualified by academic background, spiritual maturity and experience to accomplish the mission of the institution.

3A	Faculty, staff, and administration are qualified by calling, training, experience, and ongoing personal and professional development to achieve and promote the mission of the school.	
	1	Criteria for faculty selection, both full-time and part-time, are clearly stated, public and directly related to institutional and program goals and objectives.
	2	Christian character, teaching effectiveness and relevant ministry experience are primary criteria in the selection and retention of faculty.
	3	Faculty members are expected to have attained at least one level of training above the level they are teaching. Occasionally high levels of demonstrated competence in the field may be accepted in lieu of advanced degrees.
	4	Degrees held by faculty members are from recognized and credible institutions of learning. A faculty member's academic background is appropriate to the courses they teach.
	5	Criteria for the selection of administrators and staff are related to the duties and responsibilities of the assignment and to institutional and program goals and objectives and are clearly and publicly stated.
3B	The faculty and staff are sufficient in number and diversity of preparation and background to provide effective instruction and support services for the programs offered, while also participating in educational planning, policy making, curriculum development, and instructional design.	
	1	The school promotes academic, experiential, gender, and ethnic diversity within the faculty, encouraging each faculty member to contribute uniquely to the accomplishment of the school's mission.
	2	While adhering closely to its purpose statement, the school demonstrates a priority to secure faculty that represent diversity of ministry and background.
	3	The school provides evidence that the faculty-student ratio ensures quality education.
	4	Full- and part-time faculty and visiting teachers all have sufficient practical and educational backgrounds in assigned areas of instruction.
3C	The school maintains a core of full-time faculty whose primary professional responsibility is to the school.	
	1	In general, the core of full-time faculty, including administrators, teaches at least fifty percent of course units offered.

	2	The school and faculty adhere to the school's published statement of responsibilities for both full- and part-time faculty.
3D	The school offers an effective faculty development program, and the faculty participates in its design and activities.	
	1	The school publishes a program of faculty development and enrichment and regularly implements the program. The school offers faculty enrichment activities at stated intervals.
	2	The school regularly evaluates the professional training of its faculty and makes recommendations to its board annually regarding further faculty training consistent with its mission statement.
	3	The school actively seeks appropriate financial assistance for those faculty members selected for further study.
	4	The school encourages and facilitates an appropriate level of faculty involvement in research, writing, and field ministry.
3E	Institutional policies regarding faculty responsibilities, rights and limitations are published and readily available.	
	1	Any religious beliefs and practices, which shape the understanding and limitations of academic freedom and define the responsibilities of the faculty, are made clear.
	2	Policies governing employment, salary and responsibilities are clearly stated in writing. Any contracts used are formalized.
	3	Systematic processes for the development and approval of faculty policy are followed. These processes and policies are included in a faculty or operations manual.
	4	The maximum teaching load for a full-time faculty member is normally 24-26 units per year at the undergraduate level and 18-20 semester units at the graduate level. Teaching loads for faculty with administrative, research, or other school-related duties are reduced proportionately.
	5	The school publishes its expectations of faculty regarding availability to students, office hours, class preparation time, and availability to serve on various school committees in its faculty manual/handbook.
	6	The institution has, published and accessible, an appropriate system of due process for handling grievances, discipline, and dismissal actions.

STANDARD FOUR:
STUDENT DEVELOPMENT AND SERVICES

Student development programming involves all non-academic programs and activities of the institution intended to promote the development of the student's spiritual, social and intellectual potential as a whole person considering their needs, interests, and capabilities. These include both on-campus and off-campus learning experiences developed to fulfill the institutional mission. Student services ensure a supportive student experience and cater for students needs including orientation, housing, counselling and recreation. The student development programs and student services offered depend on the institution's mission, characteristics of the student body and whether students are housed in campus facilities.

4A	The institution's student development programs and services support the institutional mission, goals and learning outcomes. The comprehensiveness of these programs and services reflects the diversity of its student body and the needs of both its resident and non-resident students.	
	1	The institution offers programs designed to cultivate Christian character, spiritual maturity, leadership development, the gifts of its students, and the development of community.
	2	The institution places high priority on the quality of the spiritual life of the individual and the institution as a whole. The spiritual life development programs of the institution include chapel services, discipleship, spiritual formation, spiritual disciplines (prayer and bible study), special events, and personal guidance.
	3	The institution provides student services for a student orientation, counseling, practical ministry training, discipline, and ministry placement assistance upon graduation. It may also include such services as residence and food services, student health services, recreation, student government, student employment, student bookstore and assistance for the development of special interests as may be appropriate.
	4	An alumni program provides a continuing identification with the school for the alumni and is an essential part of the student services program.
4B	Student programming and student services are coordinated and administratively unified. Administrators, counselors, and support staff have appropriate training or experience and are committed to the institution's mission.	
	1	The institution appoints a qualified member of the staff to oversee the operation of the programs and services provided. The roles and responsibilities for staff are clearly defined and authority commensurate with the duties is delegated.
	2	The institution facilitates the professional development of its student development and student services staff through various activities including networking with other student development and student services professionals.

**STANDARD FIVE:
LEARNING RESOURCES**

Institutional learning resources exist to support the educational programs and enable the accomplishment of the institutional mission, goals and learning outcomes. Learning resources include the library and its collections, other collections of materials that support teaching and learning, student study areas, computer and Internet services and the facilities that house such equipment and services. It also includes distribution and maintenance support for instructional equipment and materials, and instructional information systems and software. Policies regarding learning resources express the educational philosophy of the institution they serve. Several patterns of organization, administration, acquisition, storage, and distribution of learning resources may be equally valid and effective in institutions with diverse personnel, physical facilities, and levels of financial support.

5A	Learning resources, including electronic media, are up to date and sufficient in quantity, quality and diversity to support the institution's instructional program and the needs of students.	
	1	The institution's library holdings support its academic programs and course offerings with a diverse, relevant, current, extensive, and scholarly authoritative collection.
	2	The acquisition of learning resources is adequately supported by budget allocations in keeping with the needs of the instructional programs.
	3	Equipment that supports management of learning resources including search capability is properly maintained and readily accessible.
	4	If off-campus or online programming is provided, access to the necessary learning resources is facilitated in a manner similar to the access for on campus programs.
5B	There are established procedures for the selection and ongoing evaluation of learning resource materials.	
	1	Academic administrators, faculty, learning resource staff and, where appropriate, students participate in the selection and evaluation of learning resource materials.
	2	A written policy guiding learning resource selection and ongoing development is current and available to the faculty.
	3	Learning resource materials are systematically and periodically reviewed to determine if they are obsolete or irrelevant for possible replacement or deselection.
5C	Learning resources staff maintain organized, readily available resource materials and equipment, in order to facilitate regular use.	
	1	The institution houses its library holdings in clean, dry, and secure facilities. Learning resources staff ensure that no materials leave the room in which they are housed except as provided for in written library policy.

	2	The organization of the library holdings is professionally catalogued, clearly described, and allows for easy retrieval by faculty and students. Library hours provide convenient access to collections.
	3	Learning resources staff work with faculty to encourage effective use of the full range of learning resources by students. Instructional methods and course requirements encourage the use of the library collection and other learning resources.
5D	An appropriately trained staff member is available to assist users of learning resources.	
	1	The learning resources staff is sufficient in number and expertise to provide the needed services.
	2	Appropriate personnel are available to assist users whenever the facilities are open.
	3	Responsibilities of learning resources staff are clearly defined in writing.
	4	The institution demonstrates commitment to the training and development of the learning resources staff.
5E	The school demonstrates adequate security to prevent or minimize loss of its learning resources materials.	
	1	Learning resources staff assign a permanent institutional identification to all learning resources.
	2	All users, including students, faculty, and staff, must check-out learning resource materials before removing them from the library.
	3	Learning resources staff inventory the collection at specified intervals, not less than once per school year, and forward a written report of any missing materials to the institution's administration.

STANDARD SIX:
GOVERNANCE AND ADMINISTRATION

The structure by which the institution is governed consists of its various controlling bodies and individual officers; their relationship, organization lines of authority and role descriptions. These bodies and individuals operate by established procedures, which are designed to facilitate the fulfillment of the institution's mission, goals and student learning outcomes.

6A	The controlling bodies and officers of the school govern in a manner consistent with the school's mission. The governing bodies and administrators have established conditions and procedures by which the institution can fulfill its mission, goals and student learning outcomes, substantially accomplish them, and expect to continue to do so.	
	1	Policies and procedures for realizing the institution's mission have been clearly stated, communicated, and incorporated at all levels and through all segments of the organization.
	2	Policies and procedures give evidence that the governing board and administration base decision making on the institutional mission.
	3	The board and administration evaluate whether policies and procedures further progress related to the institution's mission and goals.
	4	The relationships of those involved in the institution's governance and administration establish a culture that demonstrates an atmosphere of goodwill and servanthood characteristic of Christ's mission for His church.
6B	The institution has a governing body, such as a Board of Directors, entrusted with full legal responsibility for the school. The composition of the board aligns with the requirements of the institution's constitution and is normally characterized by diversity. The board members demonstrate commitment to the fulfillment of the institution's mission and seeks to ensure financial viability. If the legally responsible body differs from the board, specific policies exist to define the relationship between, and prerogatives of, the various governing bodies. The Board develops, and serves as guardian of, the institution's constitution and bylaws, memorandum of association, or whatever legal documents authorize the establishment and governance of the institution. The board exercises ultimate authority in guiding and advancing the institution in harmony with its stated mission.	
	1	The Board is of sufficient size and diversity to reflect the interests of the constituency and to act on behalf of the institution. Diversity in this context can include profession, gender, and ethnicity as well as provision for inclusion of lay leaders. The terms of the Board are specified and arranged so that not all will expire simultaneously.
	2	The legal documents authorizing the establishment of the institution have been carefully developed and duly adopted and, when appropriate, are legally filed or registered. These documents are in the possession of the

		Board, are kept current and are used to guide executive action and setting of policy.
	3	The Board has a clear understanding of its authority, responsibilities and duties as found in the legal documents and seeks to exercise them fully. The Board exercises its responsibilities and duties in a manner consistent with the principles of the sponsoring body (or bodies). The Board exercises its authority only when it meets as whole, not as individual members, except when the Board specifically delegates its authority.
	4	The Board makes clear differentiation between its policy-making function and the executive responsibilities of the administration for all operational aspects of the institution.
	5	The role of the President (Chief Executive Officer/Principal) and their relationship to the Board as an ex officio member, with voting rights and executive responsibility, is clearly specified and understood.
	6	The Board meets frequently enough (at least annually) and schedules sufficient time to fully discharge its responsibilities. Board members normally attend all regular and specially called meetings. The constitution and bylaws clearly state the method for replacing inactive board members.
	7	All legal documents and accurate official minutes of all meetings of the Board are kept under the jurisdiction of the Board and preserved in an appropriate location. Legal documents are safeguarded against damage or destruction, or photocopies are maintained in an off-campus location.
6C		The institution has an executive administrative leadership team guided by a leader (President, Principal, Vice Chancellor or equivalent) to steward all institutional operations. The administrative organizational structure, and the experience and skills of the administrators, are adequate to provide for effective management and ensure accomplishment of the institution's mission.
	1	The administrative organizational structure is clearly stated in institutional legal documents and established under the oversight of the Board. There are administrators and administrative committees appropriate to the size and complexity of the institution.
	2	The President (Principal, Vice Chancellor or equivalent) is responsible for guidance, coordination, and the general management of all areas of the institution.
	3	Administrators and faculty have clearly defined job descriptions which are executed as stated.
	4	Administrators have the spiritual maturity, education and experience needed to provide leadership and good management in their various areas of assignment.
	5	There is effective dissemination of policy decisions and administrative information at all levels of the institution.

**STANDARD SEVEN:
PHYSICAL RESOURCES**

The institution's physical resources, whether owned, rented or shared with another entity, constitute the environment for instruction and student development. The Board and administrators give priority to maximizing the effective use of these resources. Institutional policy guides in proper stewardship of resources in line with the institutional mission, goals and student learning outcomes. The physical resources of an educational institution include land, buildings, and equipment. Considerations include appropriate allocation of space for its varied activities and efficient use and adequate maintenance of resources.

7A	Physical resources, especially instructional facilities, both on and off-campus, are provided, arranged, maintained, and managed to enable the institution to adequately fulfill its mission, goals and student learning outcomes.	
	1	Space is assigned and arranged to best fit the various functions and programs of the institution and learning requirements of the students.
	2	Facilities and grounds used are clean and in good repair; maintenance is conducted in a systematic, planned fashion; and operations and maintenance is adequately staffed and supported.
	3	There is appropriate provision for safety, security, and insurance needs in regard to physical facilities.
7B	Institution equipment is adequate and properly maintained.	
	1	Equipment purchases are appropriate and commensurate with the needs of the institution and the overall budget.
	2	Equipment is maintained on a regular basis and attention is given to the safety and health aspects of its operation and maintenance.
	3	An adequate inventory control is maintained. Periodic replacement of institutional equipment is planned and budgeted accordingly to prioritized need.
7C	The design, development and use of physical resources is based on the educational programs of the institution and involve comprehensive planning.	
	1	There is a master plan for campus development and use, consistent with the mission and goals of the institution.
	2	The governing board appropriately involves the administration, faculty, staff, students and other concerned bodies in planning and designing facilities.
	3	Projected facilities are designed to accommodate the academic and support-service needs of the institution and reflect the climate and culture.

**STANDARD EIGHT:
FINANCIAL RESOURCES**

A sound financial condition is essential for the long-term continuity of the institution. The allocation of financial resources reveals its operational priorities and determines its overall effectiveness for service. Considerations include stability and range of sources of income and the efficiency of planning and management of those financial resources according to the institutional mission, goals and student learning outcomes. The governing board and sponsoring constituency of the institution take appropriate responsibility for the funding of the institution. The financial resources of institutions vary widely. However, quality education can be offered with limited resources if programs are designed realistically.

8A	The institution exhibits sound financial management based on a systematic planning process consistent with its mission, goals and student learning outcomes, and involving participation by all segments of the institution.	
	1	Sponsoring organizations have given the institution's governance and administration appropriate autonomy in budget and planning matters according to stated procedures and priorities.
	2	The finances, assets and liabilities of the institution are under the jurisdiction of the governance and administration bodies.
	3	Financial planning considers student enrollment and services, staff compensation and benefits, equipment acquisition and maintenance, facility development and maintenance and long-range projections.
	4	The Board makes provision for an institutional budget and approves a proposed budget before the beginning of each fiscal year. The Board or its executive committee, reviews budgetary performance regularly.
	5	Provision is made by the administration to involve the various institutional departments in the development of annual budgets.
	6	Christian ethics are practiced in all business matters and the institution maintains a positive testimony in the business community.
	7	Financial obligations are met promptly; contracts and agreements are honored; and good credit is maintained.
	8	There is accurate representation in the solicitation of funds. Gifts and donations are used strictly in accordance with the purposes for which they are given.
8B	The financial management of the institution includes sound budgeting, control, proper records, and reporting.	
	1	Management of financial resources adheres to appropriate standards for budgeting and accounting and includes sufficient flexibility to meet contingencies. Adequate safeguards are provided for the receiving and expending of funds. Accurate and regular financial reports are provided for administrative decision-making.

	2	The institution has clearly defined procedures and lines of authority for financial administration. Finance personnel have written job descriptions, which include accountability and the maintenance of adequate financial records.
	3	Clear and accurate financial reports are regularly submitted to the Board of Directors.
	4	A certified auditor conducts an annual external audit and forwards the audit report to the administrators and board.
8C	Projected financial resources are sufficient to support the institution's mission and goals, maintain the quality of programs and services, and serve the number of students enrolled.	
	1	The school is financially able to fulfill obligations of current educational programs advertised and offered.
	2	The institution seeks to develop a broad base of sustainable financial support in order to promote its stability and continuing solvency.
	3	The projections for expanding educational programs and facilities are consistent with the potential finances of the institution.
	4	The Board of Directors oversees and takes an active role in the securing of institutional finances.
	5	The board authorizes and actively supports operational, capital development, and other funding.

STANDARD NINE:
GRADUATE OUTCOMES AND RELATIONS

An educational or training program has validity only to the extent that the lives and ministry of its graduates fulfill the stated mission of the institution and function adequately in the roles for which the institution intends to have trained them. Graduates exhibit a positive attitude toward the spiritual growth they experienced and the preparation for ministry they received at the institution.

9A	Graduates demonstrate spiritual maturity and effectiveness in ministry by contributing to church growth and development.	
	1	The institution regularly evaluates the spiritual maturity and effectiveness in ministry of its graduates. The institution uses information from assessment of its graduates to evaluate its effectiveness in fulfilling its stated mission.
	2	A high proportion of graduates enter and remain in the ministry roles for which they were trained. Those graduates who do not enter full-time ministry have become significantly involved in the local church.
	3	Graduates actively contribute to the quality of the society in which they serve in ministry.
9B	Graduates of the institution and church leaders express a high degree of satisfaction with the ministry training provided.	
	1	Graduates occupying ministry positions are considered well-qualified by local churches and church leaders.
	2	Periodic surveys of graduates indicate a high degree of satisfaction with the ministry training they have received.
	3	Church and denominational leaders express satisfaction with the ministry training provided by the institution.
9C	An alumni program provides for continuing identification with and support of the institution by its graduates.	
	1	The institution assigns a qualified member of the staff to maintain an updated alumni contact list.
	2	The institution holds regular gatherings for alumni and provides services including continuing educational opportunities to the alumni.

**STANDARD TEN:
RELATIONSHIP WITH CHURCHES**

Constructive relationships between the institution and the churches that it serves, including their governing bodies, are recognized, and actively enhanced by institutional policy and by the conduct of its administrators, faculty, staff, and the student body, to the mutual benefit of the institution and its constituency. Activities conducive to such relationships include the formal public relations activities of the Board, administrators and faculty, and the full range of contact students, alumni and staff have with the community and churches. Good relationships are enhanced by effectively equipping students for ministry and by such means as making appropriate educational programs available to the churches.

10A	The institution actively endeavors to cultivate and maintain positive relationships with its sponsoring organization, alumni, and various constituent bodies.	
	1	The institution sees itself as an extension of the churches it serves, respecting their leaders and ministry programs and participating in the life of those churches insofar as is possible.
	2	The institution is responsive to the needs of the churches it serves understanding that the environment in which it functions, and the needs of its constituency continue to change.
	3	The institution keeps the churches informed of its work and progress in order to encourage student enrolment and secure financial support. Public relations materials are clear, accurate and present a positive image of the institution.
	4	Board members, administrators, faculty, staff and students express favorable attitudes toward the institution and promote a positive image of the institution among its constituency.
	5	Where possible, non-formal seminars are provided to serve the members of the church community.