

STANDARD 11

ACADEMIC PROGRAMS

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

11a. CURRICULUM

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

1. Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education offered.
2. A written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them.
3. Evidence that the integration of curricular components enables students to achieve a biblical worldview.
4. A curriculum taught with sensitivity to the cultural context in which students serve.
5. A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.
6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered.
7. A curriculum content and level of education appropriate to the degree offered.
8. Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.

Relative to this standard, the undergraduate programs of an accredited institution are characterized by . . .

9. A minimum of 120 semester hours (180 quarter hours) for a baccalaureate degree, and a minimum of 60 semester hours (90 quarter hours) for an associate degree.
10. A Bible/theology component equivalent to 30 semester hours (45 quarter hours), 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate (13 quarter hours), 18 semester hours (27 quarter hours) of Bible/theology for a non-traditional degree completion program, and 12 semester hours (18 quarter hours) of Bible/theology for a one- or two-year program.

11. A core of general studies representative of the breadth of general studies and equivalent to 36 semester hours (54 quarter hours) for a baccalaureate degree or 18 semester hours (27 quarter hours) for an associate degree.
12. A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) (baccalaureate degrees only) and selected to equip students for professional positions.
13. The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, or other appropriate means.

[Applicable Policies: Policy on Adult Degree Completion Programs; Policy on the Conferral of Honorary Doctoral Degrees; Policy on Biblical and Theological Studies; Policy on Canadian Institution Degree Programs; Policy on General Studies; Policy on International Education Programs; Policy on Two-Year Programs]

Relative to this standard, the graduate programs of an accredited institution are characterized by . . .

14. A minimum of 30 semester hours (45 quarter hours) for a graduate degree.
15. Curricula and resources to support programs that foster progressively more advanced student educational achievement and more effective ministry/leadership than undergraduate education.
16. Curricula providing for the development of research and independent thinking at an advanced level and/or appropriate level of professional practice.
17. Programs that ensure students develop and demonstrate significant ability to think biblically in relation to their academic or professional disciplines through prerequisites, curricular requirements, or program-level learning outcomes.
18. Appropriate pre-requisite and/or curricular requirements to ensure that students are capable of pursuing advanced studies in the discipline.
19. A culture of learning that cultivates critical thinking, theological reflection, spiritual formation, and effective ministry or professional practice.
20. The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships or other appropriate means.

11b. MINISTRY FORMATION

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution offering undergraduate curricula (and graduate curricula that feature field education) is characterized by . . .

1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.
2. An educational philosophy in which ministry formation is viewed as an integral part of the student's education.
3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.
4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.

5. Evidence that the program is adequately staffed and financially supported.
6. A system of ongoing program review and assessment of outcomes that results in program improvement.
7. Evidence that academic credit given for practicums, internships, or other practical learning experiences, if awarded, is warranted.

11c. ACADEMIC PATTERNS AND PROCEDURES

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by. . .

1. An academic advising system that guides the student from the point of selection of a program to graduation from that program.
2. An academic calendar that meets state, provincial, and federal regulations and considers regional higher educational patterns.
3. The award of academic credit commensurate with normative academic and/or governmental definitions that may be based upon intended learning outcomes.
4. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.
5. A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students' academic credits.

11d. ALTERNATIVE ACADEMIC PATTERNS

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution's academic programs utilizing off-campus locations, distance education, or alternative academic patterns are characterized by . . .

1. Objectives consistent with the institution's mission and improved accessibility to learning opportunities.
2. Clearly defined learning outcomes that are designed, approved, administered and evaluated under established institutional procedures.
3. Standards for quality of instruction and academic rigor appropriate to the level of education offered.
4. Adequate staffing, facilities, and technology to support the programs.
5. Appropriate measures required of students participating in distance and/or correspondence education to ensure that the student receiving credit is in fact the person completing the work.

[Applicable Policies: Policy on Alternative Academic Patterns and Best Practices in Online Distance Education (WCET); Guidelines for Sharing Online Courses]