

Institutional Accreditation Standards

STANDARD 9 FACULTY

The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty's role in decision-making.

9a. FACULTY QUALIFICATIONS, DEVELOPMENT AND WELFARE

ESSENTIAL ELEMENTS

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

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by professional vitae.)
3. Undergraduate faculty who have earned a minimum of a master's degree and teach in an area of documented expertise.
4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.
5. Appropriate documentation of its faculty's academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.
7. Systems for evaluating and improving the instructional effectiveness of all faculty.
8. Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service.
9. Support for the professional advancement and development of core and adjunct faculty, as appropriate to the institutional mission.
10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
11. A faculty that is representative of the diversity of the constituency and consistent with institutional theological distinctives.

9b. FACULTY DECISION MAKING

ESSENTIAL ELEMENTS

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

1. A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional mission, and responsible for the quality of its academic functions.
2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution and the level of education offered.
3. A process of faculty appointment that involves related academic and administrative personnel.
4. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.
5. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.

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STANDARD 10 LIBRARY AND OTHER LEARNING RESOURCES

The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

ESSENTIAL ELEMENTS

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

1. A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.
2. Appropriate written policies and procedures relating to the management of library and other learning resources.
3. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.
4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.
5. Promotion to enhance student and faculty awareness of resources and services available.
6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.
7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
8. Policies, procedures, and facilities that ensure access to and security of learning resources.
9. A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.
10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.
11. Effective collaboration between the librarians and information technology personnel.
12. Evaluation of learning resource utilization by the learning community.
13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

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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 all programs supporting development of a biblical worldview and some programs orientated specifically to full-time vocational ministry.

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 supports development of a biblical worldview.
4. A curriculum taught with sensitivity to the cultural context in which students serve or may 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 core of Bible/theology studies equivalent to 30 semester hours (45 quarter hours) for a four- or five-year baccalaureate degree, 24 semester hours (36 quarter hours) for a Canadian three-year baccalaureate degree, 18 semester hours (27 quarter hours) for a non-traditional degree completion program or transfer students needing fewer than 60 semester hours (90 quarter hours) to complete a baccalaureate degree, and 12 semester hours (18 quarter hours) for an associate degree or one- or two-year certificate program.
11. A core of general studies equivalent to 30 semester hours (45 quarter hours) for a

baccalaureate degree or 15 semester hours (24 quarter hours) for an associate degree, with one or more courses drawn from each of the following four disciplines: Communication, Humanities/Fine Arts, Natural Science/Mathematics, and Social/Behavioral Sciences.

12. A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) for a baccalaureate degree, which are selected to equip students for professional positions or ministry service.
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 prerequisite 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. Evidence that courses and programs offered in alternative academic patterns are consistent with other offerings of the institution.
2. Adequate staffing, facilities, and technology to support programs in all delivery modes.
3. 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 Instructional Modalities; Policy and Procedures for Branch Campuses and Additional Locations; Guidelines for Sharing Online Courses, Guidelines for Ensuring Integrity in Distance Education and Correspondence Studies]