

# ***Standards for Accreditation***

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## **A Foundation of Principles**

The following pages contain the twelve Standards for Accreditation:

Because of its complexity, we have sub-divided the fourth standard.

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The Standards for Accreditation indicate what must be done by the institution or what kinds of policies, procedures and facilities should be in place. It does not itself provide these policies. These have to be established by the institution. CQA provides help in the form of benchmarks, examples and templates.

**Calvary comment:** This is what CQA wrote on their web-site. We have as far as possible developed these policies and procedures in the **Centre Guide** and some of the examples and templates are available in this book or the **Administration** book. Do remember that in many of the Standards, Calvary is the one that has already complied, not the TC. The TC has to do their part.

# ***Christian Quality Assurance:***

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## **STANDARDS FOR ACCREDITATION**

### **Introduction**

Christian Quality Assurance, is a voluntary, non-profit, self-governing organization having as its primary purpose the international accreditation of Christian higher educational institutions. Through its evaluation activities, CQA provides public assurance about the educational quality of those Christian colleges and Universities that receive, seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from Christian Quality Assurance by demonstrating that they meet the CQA's Standards for Accreditation and comply with its policies. The Standards for Accreditation establish minimum criteria for institutional quality.

CQA expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the twelve Standards encompasses a principal area of institutional activity. In applying the Standards, CQA assesses and makes a determination about the effectiveness of the institution as a whole. The institution which meets the Standards:

- has clearly defined purposes appropriate to an institution of higher learning
- has assembled and organized those resources necessary to achieve its purposes
- is achieving its purposes
- has the ability to continue to achieve its purposes.

CQA recognizes that some aspects of an institution are always stronger than others. Meeting the Standards does not guarantee the quality of individual programmes, courses, or graduates, but serious weaknesses in a particular area may threaten the institution's accreditation.

**CQA deals with institutional differences in ways designed to protect both educational quality and individual philosophy and practice.**

The Standards are essentially qualitative criteria that measure the institution's current state of educational effectiveness. They allow CQA to appraise a wide variety of collegiate institutions, differing in purpose, size, organization, scope of programme, clientele served, support, and control. By design, the Standards do not preclude perceptive and imaginative experimentation aimed at increasing the effectiveness of higher education.

Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are:

- appropriate to higher education,
- consistent with institutional mission and purposes, and
- effective in meeting the intent of CQA's Standards.

The existence of collective bargaining agreements, with other institutions, does not abrogate institutional or faculty obligations to comply with the standards for accreditation.

**Institutions of higher learning desiring recognition from Christian Quality Assurance are expected to abide by these Standards.**

Affiliated colleges and universities manifest their integrity through continued voluntary adherence to these criteria. Compliance is periodically reviewed through peer and off-site evaluations (Internet). These are preceded by self-studies directed toward demonstrating both **adherence** to the Standards and institutional **improvement**. The self-regulatory nature of accreditation assumes that institutions agree to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses.

The **Standards for Accreditation** were developed through a lengthy participatory process which involved many higher educational institutes as well as the public. Therefore, they represent the accrued wisdom of some 470 colleges and universities about the essential elements of institutional quality, and they offer a perspective which stresses the public purpose of higher education. CQA continually evaluates the effectiveness of its Standards and its processes for applying them, and makes such changes as conditions warrant.

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# ***Mission & Purposes***

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## **STANDARD ONE**

### **1.1 Mission**

**The institution must have a vision, mission and a set of objectives or purposes which are appropriate to higher education. They should be consistent with its constitution, or other functional authority, which is implemented in a way that complies with general accepted higher educational standards.**

There is great variation in the mission and purposes of institutions of higher learning, yet has the following functions:

- the mission of the institution defines its distinctive character
- addresses the needs of society
- identifies the students it seeks to serve
- reflects both the institution's traditions and its vision for the future
- indicates by which means and methods it will render education.

The institution's objectives or purposes should be:

- concrete and realistic and, within the context of its resources
- define its educational and other dimensions, including:
  - scholarship
  - research, and
  - public service

### **1.2 Published**

**The institution's mission and purposes are written down in a concise statement that accurately delineates its character.**

This statement must be formally accepted and adopted by the Board of Trustees of the institution. The public it seeks to serve therefore have a basis to evaluate it against other accepted standards. It should therefore appear in the institution's various publications which are readily available.

### **1.3 Understood and Implemented**

**The vision, mission and objectives of the institution should be widely understood by its trustees, faculty, and administration.**

They may provide direction to the curricula and other activities.

Specific objectives, which reflect the institution's overall mission and purposes, are further developed (expanded and described in more detail) for the institution's individual faculties and departments.

### **1.4 Revision**

As is the case with every standard to follow, in its ongoing efforts to assess its effectiveness, the institution periodically re-evaluates the content and relevancy of its statement of vision, mission, and objectives to ensure that they are effective and to change plans accordingly.

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# ***Planning & Evaluation***

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## **STANDARD TWO**

### **2.1 Purpose**

The institution must undertake planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and objectives.

### **2.2 Qualities**

Planning and evaluation should be:

- **systematic** (in a pre-determined logic order, considering priorities)
- **broad-based** (touching all areas, units, posts and fields)
- **interrelated** (considering the effect each aspect has on the other)
- **appropriate** to the institution's circumstances.

They involve the participation of **individuals** and **groups** responsible for the achievement of institutional purposes.

The institution allocates sufficient resources for its planning and evaluation efforts.

### **2.3 Types of Planning**

The institution should undertake both short- and long-term planning, including candid and realistic analyses of internal and external opportunities and constraints.

- It responds to **financial** and other **contingencies**
- establishes **feasible priorities**, and
- develops a **realistic course of action** to achieve identified objectives.

Institutional decision-making, particularly the **allocation of resources**, is consistent with planning priorities. The institution systematically **collects and uses data** necessary to support its planning efforts and to enhance institutional effectiveness.

## 2.4 Educational Objectives

The institution evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives.

The procedures are suited to address the unique circumstances. The evaluation must show that it is successful in reaching its objectives both inside and outside the classroom.

## 2.5 Applying information

The institution **systematically applies the information** – obtained through evaluation – in its planning, to enhance effectiveness and improve student achievement.

## 2.6 Review

The institution **determines the effectiveness** of its planning and evaluation activities on an ongoing basis in order to more effectively implement its goals and objectives.

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# Organisation & Governance

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## STANDARD THREE

### 3.1 System

The institution must have a system of governance that facilitates the successful accomplishment of its mission and objectives.

Through its organizational design and governance structure, the institution creates and sustains **an environment** that encourages:

- teaching,
- learning,
- scholarship, and (where appropriate)
- research,

... and it assures **provision of support** adequate for the appropriate functioning of each organizational component.

### 3.2 Constitution and Organisational Chart

The authority, responsibilities, and relationships among the governing board, administration, staff, and faculty should be clearly described in a **constitution** (and by-laws), and is illustrated in a **table of organization** that displays the actual working order (lines of authority and functions or roles of officers and posts) of the institution.

The board, administration, staff, and faculty **understand and fulfill** their respective roles as described and explained in the institution's official documents.

The institution's system of governance should describe the **function** and mode of **participation** of all individuals and departments and describes regular **communication** or reporting among them.

### 3.3 Governing Board

The governing board is ultimately responsible for the institution's quality and integrity.

- It is the legally constituted body that holds the **property** and **assets** of the institution in trust.



- The board has the authority to achieve **institutional objectives**.
- Its membership includes representation reflecting the **public interest**.
- The board has a clear understanding of the distinctive **mission and objectives** of the institution and ensures that they are realized.
- The board sets and reviews **institutional policies** and assures the institution's **fiscal solvency**.
- It appoints and delegates to the **chief executive officer** responsibility for the implementation and management of these policies.

Utilizing the institutional governance structure, the board establishes and maintains effective channels of communication among its members and with the institutional community. Its role and functions are carried out through appointed committees and regular meetings.

### 3.4 Chief Executive Officer

**The institution should have a chief executive officer whose full-time or major responsibility is to the institution.**

The board delegates to the chief executive officer and, as appropriate, other officers or committees, the required authority and autonomy to **manage the institution** effectively and to formulate and implement **policies** and **procedures** which are compatible with the board's intentions. These policies are developed in consultation with the relevant parties involved.

The chief executive officer manages and allocates **resources** in keeping with institutional goals and objectives and assesses the effectiveness of the institution.

In accordance with established institutional mechanisms and procedures, the chief executive officer and the administration are responsive to the concerns, needs, and initiatives of faculty, students, administrators, and other staff.

### 3.5 Multi-campus

In multi-campus systems, the division of responsibility of and authority between the campus office and the institution is clear; policies and procedures regulating these are clearly defined and fairly administered.

### 3.6 Non-conventional methods

Policy formation and the management system of the institution may include other educational approaches as needed:

- off-campus
- continuing education
- distance education
- international correspondence
- Internet e-learning
- evening, and
- week-end programs.

These methods when used are clearly integrated and incorporated into the educational management system.

### 3.7 Faculty

Faculty have an important role in assuring the academic integrity of the institution's educational programs.

Faculty have a **substantive voice** in:

- matters of educational programs,
- matters relating to faculty personnel, and
- other aspects of institutional policy that relate to its areas of responsibility and expertise.

### 3.8 Students Interest

The system of governance makes provisions for consideration of **student views and judgments** in those matters in which students have a direct and reasonable interest.

### 3.9 Review

The institution periodically **evaluates** the effectiveness of its system of governance using the results for its improvement.

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# ***Programmes & Instruction***

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## **STANDARD FOUR**

### **PROGRAMMES – GENERAL**

#### **4.1 Primary Focus**

**The institution's primary focus is the education of its students.**

The institution may offer collegiate or university-level programmes that lead to degrees in recognized fields of study and which require at least one academic year to complete (30 semester credits or 120 notional hour credits – 1200 hours total for an average student).

A programme is defined as a curriculum of studies, however formulated, that leads to a **degree** (associate, bachelor, master's or doctorate) or other form of academic recognition such as a **certificate** or **diploma**.

A programme may be offered in stages in the form of short courses, on a part time or full-time basis or as an individual learner through distance learning through any suitable means such as Internet e-learning or correspondence training as the institution deems such method(s) to be effective in reaching the planned outcomes of the programme or qualification.

#### **4.2 Consistent Design**

**The institution's programmes should be consistent with and serve to fulfil its mission, goals and objectives.**

Each educational programme demonstrates consistency through its –

- goals, structure, and content
- policies and procedures for admission and retention
- instructional methods and procedures, and
- the nature, quality, and extent of student learning and achievement.

The institution provides sufficient resources to sustain and improve its programmes and the methods and means of instruction of the programmes.

### 4.3 Programme Objectives

The institution should clearly specify and publish programme objectives and requirements for each programme.

Such objectives include the:

- knowledge, intellectual skills, and methods of inquiry to be acquired.
- In addition (if relevant to the programme) objectives include **creative abilities and values** to be developed and specific **career-preparation practices** to be mastered.

Programmes should have a coherent design and be characterized by:

- appropriate breadth (different appropriate fields are included)
- depth (detailed tuition and study in the core curriculum)
- continuity (no gaps of knowledge are created)
- sequential progression (one logical step or course follows the next)
- synthesis of learning (separate units of knowledge are brought together into an understandable whole)

### 4.4 Academic planning and evaluation

The institution should undertake academic planning and evaluation to achieve and, where possible, to enhance the achievement of programme objectives.

These activities are realistic and take into account stated goals and available resources. The institution allocates **human, technological, financial,** and **physical** resources on the basis of its academic plans, needs, and objectives.

It recognizes and takes account of the increased demands on resources made by programmes offered at a higher degree level.

### 4.5 Programme Review

As part of its overall planning and evaluation, the institution develops, approves, administers, and periodically reviews its academic programmes.

It should be guided by clearly defined, and effective **policies** which are implemented using clearly established channels of **communication** and **control**.

Faculty have a substantive voice in the **design and execution** of the curriculum. The evaluation of existing programmes includes an assessment of their **effectiveness** and **continued need**.

**Additions and deletions** of programmes or courses are consistent with:

- available resources
- faculty expertise
- student needs, and
- academic planning.

Curricular planning and evaluation should take into account the **role** of the **multiple resources required** for the development and improvement of academic programmes.

#### **4.6 Contingency Plans**

When programmes are eliminated or programme requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.

#### **4.7 Time Frames**

**Programmes and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter.**

The institution offering programmes and courses for **abbreviated** or **concentrated** time periods or via different delivery systems can demonstrate that students completing these programmes or courses acquire levels of **knowledge, understanding, and competencies** comparable to those expected in similar programmes offered over more traditional time periods.

#### **4.8 Distance Methods**

**Courses and programmes offered for credit off campus, through technologically mediated instruction, or through evening or weekend divisions should be consistent with the educational objectives of the institution.**

Such activities:

- are **integral parts of the institution** and maintain the same academic standards as courses and programmes offered on campus
- they receive **sufficient support** for instructional and other needs
- students have ready **access** to appropriate **learning resources**

The institution maintains direct and sole responsibility for the **academic**

**quality** of all aspects of all programmes and assures adequate resources to maintain quality.

On-campus faculty have a substantive role in the design and implementation of off-campus programmes. In programmes and/or courses that use special delivery systems (such as computers, newspapers, television, video or audiotape) appropriate opportunities are provided for students to question and discuss course content with faculty or an appointed personal tutor.

#### **4.9 Other Facilities**

If the institution depends on resources outside its direct control (for example, classrooms, library resources, testing sites), provision is made for a clear, fixed understanding of that relationship which ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources should be available to students who make use of them.

#### **4.10 Extra Academic Activities**

Conferences, institutes, workshops, or other instructional or enrichment activities that are sponsored by the institution or carry its name should be compatible with its purposes and should, if possible, be administered within its organizational structure. The institution must assume responsibility for the appropriateness and integrity of any such activities.

#### **4.11 Credit Responsibility**

**The institution has the responsibility for the academic elements of all instructional programmes and courses for which it awards institutional credit.**

These responsibilities include:

- **course content** and the **delivery** of the instructional programme
- selection and approval of **faculty**
- **admission, registration, and retention** of students
- evaluation of **prior learning**; and
- evaluation of student progress, including the **awarding** and **recording** of credit.

## UNDERGRADUATE DEGREE PROGRAMMES

### 4.12 Introduction

Undergraduate degree programmes are designed to give students a substantial and coherent introduction to:

- the broad areas of human knowledge
- their theories and methods of inquiry, plus
- in-depth study in at least one disciplinary or interdisciplinary area.

Programmes have an **appropriate rationale**; their **purpose and order** are made clear in official publications and are shown in student records.

Each curriculum (the combination of courses that make up a programme) should be appropriate, within the context of higher education, to the abilities and scholastic preparation of the students admitted to the programmes.

### 4.13 Level of Programme

While these general criteria apply to all undergraduate programmes, specific expectations for associate's and bachelor's degree programmes will reflect degree programme level. Distinctions made in such expectations may concern such matters as:

- the level (difficulty of concepts, depth of logic thinking, etc.)
- scope (depth of detail, breadth of related fields, volume of work)
- dimension of degree requirements, and (level descriptors)
- expected outcomes (what the student will be able to do)

### 4.14 General and Major Requirement

**Each undergraduate programme includes a general education requirement and a major or concentration requirement.**

Curricula include requirements **above the introductory level** with appropriate prerequisites. Wherever possible, the institution also allows undergraduate students the opportunity to pursue knowledge and understanding through **electives**. All undergraduate programmes require the use of **information resources** in addition to course texts and formal instruction.

### 4.15 General Education

The general education requirement is coherent (forms a logical whole)

and substantive (includes sufficient material), and it embodies the institution's definition of **an educated person** for a given discipline. The requirement of a specific discipline gives direction to the design of all education courses within that discipline, and provides criteria for its evaluation.

#### **4.16 Educational Balance**

The general education requirement in each undergraduate programme – whether it be general, specialized, or professional in nature – should ensure adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as:

- the arts and humanities
- the sciences and
- the social sciences.

General education requirements may include modules or courses that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

#### **4.17 General (fundamental) Education**

**The institution ensures that all undergraduate students complete modules or courses as part of their studies in general education.**

The institution should be able to demonstrate that the programme meets the goals expressed in Paragraph 4.19 of this Standard.

#### **4.18 Major or Concentration**

**The major or area of concentration directs the student to develop knowledge and skills in a specific disciplinary or interdisciplinary area above the introductory level, through properly sequenced course work.**

Requirements for the major or area of concentration are based upon:

- clearly defined and articulated learning objectives
- including a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry.

Through the major or area of concentration, the student will develop an understanding of the complex structure of knowledge relevant to an area of specialisation and its interrelatedness to other areas of specialisation. For programmes designed to provide professional training, an effective



relationship should exist between **curricular content** and **current practice** in the field of specialization.

General studies **associate's degree programmes** designed to provide the foundation for later specialization through transfer into baccalaureate programmes are exempted from the requirements of a major or concentration as described under this point.

#### **4.19 General Outcomes**

Graduates successfully completing an undergraduate programme demonstrate competence in:

- written and oral communication in English
- the ability for scientific and quantitative reasoning
- for critical analysis and logical thinking; and
- the capability for continuing learning.

They also demonstrate knowledge and understanding of

- scientific
- historical
- social phenomena
- (and appreciation of) the aesthetic and
- ethical dimensions of humankind.

In addition, graduates demonstrate an in-depth understanding of **an area of knowledge or practice** and of its **interrelatedness** with other areas.

## **GRADUATE DEGREE PROGRAMMES**

#### **4.20 Programme Design**

**Graduate (or post-graduate) degree programmes should be designed to give students a mastery of a complex field of study or professional area.**

Programmes should conform to the following requirements:

- they have an appropriate rationale (motivation, explanation)
- their definition and course arrangement are stated in official publications of the institution
- learning experiences of graduates are evident as outcomes
- programme objectives reflect a high level of complexity, specialization, and generalization.

The institution's graduate programmes have cohesive curricula (united in a meaningful whole) and require **scholarly** (academic) and **professional** (occupational) activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree programme.

The demands made by the institution's graduate programmes on students' **intellectual and creative capacities** are also significantly greater than those expected at the undergraduate level; graduate programmes build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level.

The institution offering both undergraduate and graduate degree programmes assesses the relationship and interdependence of the two levels and utilizes these results for their individual and collective improvement.

#### **4.21 Suitable Resources**

**Graduate programmes are only offered if resources and expectations exceed those required for an undergraduate programme in a similar field.**

Institutions offering graduate degrees have an **adequate staff of full-time faculty** in areas appropriate to the degree offered. Faculty responsible for graduate programmes are sufficient by **credentials, number, and time commitment** for the successful accomplishment of programme objectives and programme improvement. Depending on the type of programme:

- Research-oriented graduate programmes have a preponderance of **active research scholars** on their faculties.
- Professionally oriented programmes include faculty who are **experienced professionals** contributing to the development of the field.

#### **4.22 Research and/or Disciplinary Based**

**Degree requirements of the institution's graduate programmes take into account specific programme purposes.**

**Research-oriented** doctoral programmes and **disciplinary** master's degree programmes are designed to prepare students for **scholarly careers**; they emphasize the:

- acquisition (where and how to find specialised facts & information)
- organization (arranging these in a systematic & logical way)
- utilization, and (the purpose or practical or worthwhile use)

- dissemination (spreading & communication) of knowledge.

Doctoral degree programmes gives the student substantial mastery of:

- the subject matter (information related to the field)
- theory (which laws apply)
- literature, and (the accepted authoritative books written about it)
- methodology (which methods are used) of a significant field of study.

They include an orderly development of **research skills** leading to the attainment of an independent research capacity.

Doctoral students undertake original research which contributes to **new knowledge** in the chosen field of study.

A disciplinary master's programme may have many of the same objectives but requires **less sophisticated levels of mastery** in the chosen field of study than does the research doctorate. Although this level of study may not require students to engage in original research, it does provide an understanding of research suitable to the field or discipline and gives guidance to the way in which research is done.

#### **4.23 Professional Orientation**

**Professional or practice-oriented programmes at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge.**

Such programmes afford the student a broad conceptual mastery of the field of professional practice through an understanding of its:

- subject matter,
- literature,
- theory, and
- methods.

They seek to develop the capacity to **interpret, organize, and communicate** knowledge, and to develop those **analytical and professional skills** needed to practice in and advance the profession.

Instruction in relevant research methodology is provided, directed toward the **application of its results** as a regular part of professional practice.

Programmes include the gradual **development of professional skills** which will result in competent practitioners.

Where there is a **hierarchy of degrees** within an area of professional study, programmes differ by level as reflected in the expected:

- sophistication,
- knowledge, and
- capacity for leadership

within the profession by the achieving of the different degrees.

#### **4.24 Mixed Emphasis**

Programmes encompassing both research activities and professional practice define their relative emphases in **programme objectives** that are reflected in:

- curricular, (courses that must be taken)
- scholarly, and (academic activity required)
- programme requirements (work that must be completed, i.e. thesis).

#### **4.25 Demonstrated Objectives**

Students who successfully complete a graduate programme demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

## **SCHOLARSHIP AND RESEARCH**

#### **4.26 Application of knowledge**

**All faculty pursue scholarship, an activity fundamental to the achievement of institutional purposes.**

Scholarship includes:

- the ongoing application
- utilization, and
- dissemination of existing knowledge as well as
- creative activity both within and outside the classroom.

Scholarship and instruction are integrated and mutually supportive.

#### **4.27 Research**

**Where compatible with the institution's purposes, research should be undertaken.**

Research involves the **creation, revision, or application** of knowledge as undertaken by faculty and students.

Physical and administrative resources together with academic services should be adequate to support the institution's research commitment.

Faculty workloads will reflect the institution's research commitment.

Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution.

Faculty must play a substantive role in the development and administration of research policies and practices.

#### **4.28 Advising**

Scholarship and research receive encouragement and support according to the institution's purposes and objectives. Faculty and students are accorded the academic freedom to pursue scholarship and research.

### **INSTRUCTION**

#### **4.29 Techniques & Systems**

**Instructional techniques and delivery systems are compatible with and serve to further the mission and purposes of the institution as well as the objectives of individual courses.**

Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

#### **4.30 Methods**

**The institution endeavours to enhance the quality of teaching.**

It encourages experimentation with methods to improve instruction. The **effectiveness of instruction** is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Adequate support is provided to accomplish this task.

#### **4.31 Development**

**The institution provides support for faculty development opportunities directed toward enhancing the quality of teaching.**

Faculty take advantage of such opportunities and collectively and individually endeavour to fulfil their responsibility to improve instructional effectiveness.

### **4.32 Advising**

**The institution has in place an effective system of academic advising which meets student needs for information and advice and is compatible with its educational objectives.**

Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions.

## **ADMISSIONS AND RETENTION**

### **4.33 Programme of Admission**

**The institution has an orderly and ethical programme of admission which complies with the normal requirements of legislation concerning equality of educational opportunity.**

Its **admission** and **retention** policies and procedures should be clearly spelt out, they are consistent with its mission, goals and objectives, and available to all students and prospective students through its publications.

It endeavours to develop a student body which as a whole is **broadly representative** of the population the institution wishes to serve.

### **4.34 Standards for Admission**

**Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives.**

Individuals admitted should demonstrate through their intellectual and personal qualifications – which may include experience – **a reasonable potential for success** in the programmes to which they are admitted.

If the institution recruits and admits individuals with **identified needs** that must be addressed to assure their likely academic success, it applies appropriate mechanisms (bridging courses, extra modules) to address those needs so as to provide reasonable opportunities to achieve that success.

Such mechanisms should be adequate to the needs of those admitted.

The institution may have a planned endeavour to integrate specifically **recruited populations** into the larger student body and to assure that they have similar academic experiences.

#### **4.35 Admission Evaluation**

**The institution with a policy of open admissions for undergraduates utilizes appropriate methods of evaluation to identify deficiencies.**

They should offer appropriate developmental or remedial support where necessary to prepare students for collegiate study.

Such testing and remediation should receive sufficient support to be adequate to serve the needs of students admitted.

#### **4.36 Transfer Credit**

If the institution accepts undergraduate transfer credit from other institutions, it applies policies and procedures which provide adequate safeguards to ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's programme. The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students who are affected by them.

#### **4.37 Graduate Credit Transfer**

The institution should accept graduate transfer of credit only on a strictly limited basis. It will be guided by the principle that the integrity of the degree awarded must be preserved.

#### **4.38 Evaluation Criteria**

The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively enforced. These should include:

- Cognitive retention – memory and grasp of academic knowledge
- Integration of learned facts, principles and models
- Skills and abilities to perform practical and professional tasks

They are appropriate to the degree level at which they are applied.

#### **4.39 Credit and Content**

There is demonstrable **academic content** for all **experiences** for which credit is awarded.

Credit awards are consistent (in line with) with the course content.

No credit toward graduation is awarded for **pre-collegiate level** or **remedial work** designed to prepare the student for collegiate study.

#### **4.40 Recognition of Prior Learning**

**Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level.**

When credit is awarded on the basis of **prior experiential or non-collegiate sponsored learning** alone, student learning and achievement are demonstrated to be at least comparable in:

- breadth (different appropriate fields are included)
- depth (detailed tuition and study in the core curriculum) and
- quality (learning to the same level and verifiable to similar thoroughness)

... to the results of institutionally provided learning experiences.

The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

#### **4.41 Requirements as Published**

The institution specifies and publishes requirements for:

- **continuation** in,
- **termination** from, or
- **re-admission** to

its academic programmes which are compatible with its educational goals.

**Graduation requirements** are clearly stated in official publications and must be consistently applied in the degree certification process.

The **degrees awarded** will accurately reflect student attainments.

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# Faculty

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## STANDARD FIVE

### 5.1 Faculty Described

Faculty **qualifications, numbers, and performance** are sufficient to accomplish the institution's mission and objectives.

Faculty competently offer the institution's **academic programmes** and fulfil those **tasks** appropriately assigned them.

### 5.2 Qualifications

**The preparation and qualifications of all faculty are suited to the field and level of their assignments.**

Qualifications are measured by:

- advanced degrees held (Masters and Doctorate level)
- evidence of scholarship (academic achievement)
- advanced study (in relevant fields to expand knowledge & skills)
- creative activities (original thought, inventiveness & imagination)
- relevant professional experience (practising the theory of the field)
- training (by practice and instruction to gain proficiency), and
- credentials (documents giving evidence of a person's competence).

### 5.3 Duties

**Faculty are sufficiently numerous to carry out duties in addition to instruction.**

These may include such functions as:

- student advising (counselling)
- academic planning (programme design & improvement)
- to participate in policy-making (principles and procedures)
- course and curricular (programme) development, and
- institutional governance (management).

## 5.4 Recruiting

The institution employs an open and orderly process for recruiting and appointing its faculty.

Faculty should be allowed to **participate in the search process** for new members of the instructional staff.

The institution observes all **legal requirements** related to equal employment opportunity. It addresses **its own goals** for the achievement of diversity of race, gender, and ethnicity which are compatible with its mission and objectives.

Faculty selection reflects the effectiveness of the process and should result in a **variety** of intellectual backgrounds and training.

Each prospective faculty member is provided with a **written contract** that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

## 5.5 Support Staff

Similarly, the institution publishes, makes accessible, and explains upon appointment the explicit **criteria and procedures** for:

- the appointment,
- evaluation,
- advancement, and
- termination

of academic support staff who are not faculty but who have academic responsibilities.

Such staff are appropriately **qualified** and are provided applicable employment security. Salaries and benefits where applicable are consistent with the requirements of the positions. The institution provides appropriate opportunities for staff development.

## 5.6 Assistants

Where **graduate teaching assistants** are employed, the institution will carefully select, train, supervise and evaluate them.

## 5.7 Contracts

**Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfil its mission.**

The institution sets salaries and benefits at levels which ensure its continued ability to attract and maintain an appropriately qualified instructional staff of a quality consistent with the institution's mission and objectives.

## 5.8 Workloads

**Faculty assignments and workloads are consistent with the institution's mission and objectives.**

In order to fulfil the mission and objectives of the institution, workloads are fairly determined to allow faculty adequate time to:

- provide effective instruction (lecturing, facilitate group discussions)
- advise and evaluate students (counselling & assessment)
- continue professional growth (further studies)
- and participate in scholarship (academic achievement)
- research, (new knowledge and frontiers) and
- service (to the community or interest groups).

Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

## 5.9 Full-time or Part-time

**Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and objectives.**

Should part-time or adjunct (incidental) faculty be utilized, the institution has in place policies governing their role compatible with its mission and objectives.

There are an **adequate number of faculty** whose time commitment to the institution is sufficient to assure the accomplishment of regular classroom and out-of-classroom responsibilities essential for a large part of the fulfilment of institutional mission and objectives.

The institution uses **part-time faculty, adjuncts, and graduate assistants** to conduct classroom instruction in those cases where it does not warrant full-time appointments in the light of the intermittent work-load requirement or the availability of suitably qualified lecturers for the level of tuition in which they are employed.

## 5.10 Faculty Guide

In a faculty guide or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their:

- recruitment
- appointment
- evaluation, and
- promotion.

Such policies provide for the fair redress of **grievances**, and they are consistently applied and periodically reviewed.

## 5.11 Quality Management System

**Faculty should be demonstrably effective in carrying out their assigned responsibilities.**

The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.

The evaluative criteria reflect the mission and objectives of the institution and the importance it attaches to the **various responsibilities of faculty**, e.g., teaching, scholarship, creative activities, research, and professional and community service.

The institution has equitable and broad-based procedures for such evaluation, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

## 5.12 Continued Professional Development

**The institution provides its faculty with substantial and fair opportunities for continued professional development throughout their careers.**

Such opportunities are consistent with and enhance the achievement of the institution's mission and objectives. Faculty accept the obligation to take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as:

- teachers,
- scholars, and
- practitioners.

### **5.13 Academic Freedom**

The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.

### **5.14 Quality Mechanisms**

The institution has **mechanisms** to ensure that faculty:

- act responsibly and ethically,
  - observe the established conditions of their employment, and
  - otherwise function in a manner consistent with the mission and objectives of the institution.
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# ***Student Services***

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## **STANDARD SIX**

### **6.1 The Environment**

**The institution provides an environment which fosters the intellectual and personal development of its students consistent with its mission and objectives and mode of educational delivery.**

It is sensitive to the non-academic needs of its students and recognizes that their educational experience consists of an **academic component** and interrelated developmental opportunities provided through a co-curricular programme of **student services**.

These services are:

- guided by a **philosophy**
- disseminated and **reviewed** on a regular basis
- which is conducive to the **development** of a shared learning community, and
- which prepares students to become **responsible** members of society.

### **6.2 Equal Opportunity**

**In accordance with its mission and objectives, the institution in providing co-curricular services adheres to both the spirit and intent of equal opportunity and its own goals for diversity.**

It ensures that appropriate **services, facilities, and technology** are readily accessible to students in all programmes in the institution, including members of historically under-represented, physically disabled, evening, part-time, distance learning, commuter, and off-campus populations.

### **6.3 Learning Needs**

**The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them.**

It assists students to resolve educational and technological problems and, where appropriate, personal and physical problems.

## 6.4 Financial Support

Student financial aid may be provided through a well organized programme. **Awards** or **bursaries** should be based on the fair application of clear and publicized criteria. The programme is part of the budget and therefore limited to pre-determined funds.

## 6.5 Student Counselling

The institution provides appropriate and effective:

- orientation (about the institution, facilities, etc.)
- academic advisement (the programme, how to study)
- career development (possible courses, suitable preparation) and
- placement counselling (suitable career choices)

and, as appropriate:

- relevant **health education** and
- access to professional **health care**, including
- psychological health care or **ministry counselling**.

## 6.6 Student Leadership

The institution supports opportunities for student leadership and participation in campus organizations and governance.

## 6.7 Sport

**If appropriate to its mission and objectives, the institution provides adequate opportunities and facilities for both female and male students' recreational and athletic needs.**

If the institution offers intercollegiate athletics, they are conducted in a manner consistent with sound educational policy, with standards of integrity, and in keeping with the institution's objectives. The administration and faculty of the institution have responsibility for the control of these programmes, including their financial aspects. Educational programmes and academic expectations are the same for student athletes as for other students.

## 6.8 Co-curricular Activities

**The institution ensures that individuals responsible for co-curricular activities are qualified by formal training, work experience, and personal qualities to represent the needs of students effectively.**

Facilities and funding are adequate to implement the institution's student service policies and procedures.

### **6.9 Ethical Standards**

The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student service activities. Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.

### **6.10 Student Records**

The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of **individual privacy**, the **confidentiality** of records, and the best interests of students and the institution.

### **6.11 Evaluation**

Through a programme of regular and systematic evaluation, the institution determines whether the co-curricular goals and needs of the students are being met. Information obtained through this evaluation is used to revise these goals and improve their achievement.

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# ***Library & Information Resources***

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## **STANDARD SEVEN**

### **7.1 Resource Centre**

**The institution makes available the library and information resources necessary for the fulfilment of its mission and objectives.**

These resources support the academic and research programme and the intellectual and cultural development of students, faculty, and staff.

Library and information resources may include the holdings and necessary services and equipment of:

- library
- media centre
- computer centre(s)
- language laboratories
- museum

and any other repositories of information or technological systems required for the support of institutional offerings.

Clear and disseminated policies govern access, usage, and maintenance of the library, information resources, and services. The institution ensures that students use these resources as an integral part of their education.

### **7.2 Facility**

Through the institution's ownership or guaranteed access, sufficient collections, information technology systems, and services are readily accessible to students wherever programmes are located or however they are delivered.

These collections, systems, and services are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings.

The institution provides facilities adequate to house the collections and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among students, faculty, and staff.

### 7.3 Investment

The institution provides sufficient and consistent **financial support** for the effective maintenance and improvement of the institution's **library, information resources, and services**. It makes provision for their proper:

- maintenance (ordered in sequence, placed back in position, etc.)
- preservation (repaired, replaced)
- currency (new publications or editions, regular additions) and
- security (the books are returned and diminishing is limited).

It allocates resources for scholarly support services compatible with its instructional and research programmes and the needs of faculty and students.

### 7.4 Administration

Professionally qualified and an adequate number of staff should administer the institution's library, information resources, and services. The institution should provide **orientation** and **training** for use of these resources, as well as instruction in basic **information literacy**.

### 7.5 Exchange

**The institution participates in the exchange of resources and services with other institutions and within networks as necessary to support and supplement its educational programmes.**

It should provide appropriate support for distance learning students and faculty, such as on-line reference service, suitable **virtual libraries**, relevant Internet **web-site addresses** and contractual access to relevant off-campus library resources.

### 7.6 Evaluation

The institution regularly and systematically evaluates the adequacy and utilization of its library, information resources, and services and uses the results of the data to improve and increase the effectiveness of these services.

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# ***Physical Resources***

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## **STANDARD EIGHT**

### **8.1 Facilities**

**The institution has sufficient and appropriate physical or virtual resources, which may include:**

- laboratories,
- network infrastructure,
- materials,
- equipment, and
- buildings and grounds,
- whether owned or rented;

These facilities are designed, maintained, and managed at both on- and off-campus sites **to serve institutional needs** as defined by its mission and objectives.

Classrooms and laboratories, real or virtual, and other facilities are appropriately equipped and adequate in capacity. Proper **management**, maintenance, and operation of all physical facilities and virtual environments, are accomplished by adequate and competent staffing.

### **8.2 Legal Requirements**

Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

### **8.3 Planning**

**The institution undertakes physical resource planning which is linked to academic and student services and financial planning.**

It determines the adequacy of existing physical resources and identifies and plans the specified **frequency of maintenance** needs.

**Space planning** occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and objectives of the institution.

# Financial Resources

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## STANDARD NINE

### 9.1 Financial Strength

**The institution should be financially stable. Financial stability is not achieved at the expense of educational quality.**

The institution's financial resources should be sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future.

The institution reallocates resources as necessary to achieve its objectives. All or substantially all of the institution's revenue is devoted to the support of its educational objectives and programmes.

The institution has the ability to respond to financial emergencies and unforeseen circumstances.

### 9.2 Self-determination

**The institution controls its financial resources and allocates them in a way which reflects its mission and objectives.**

Its stability and viability are **not unduly dependent** upon vulnerable financial resources or an historically narrow base of support. If an institution depends for its financial support on an external agency (state, church, or other private or public agency), the institution's governing board retains appropriate **autonomy** in all budget and financial planning matters. The institution demonstrates through verifiable internal and external factors its financial capacity **to graduate its entering class**.

### 9.3 Budgeting

**The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accordance with realistic overall planning.**

This should provide for the appropriate **integration** of:

- academic resources
- student service

- fiscal resources development, and
- physical resource priorities

to advance its educational objectives.

All **fiscal policies**, including those related to:

- investments
- insurance
- risk management
- contracts and grants
- transfers and inter-fund borrowing
- fund-raising, and
- other institutional advancement and development activities

are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

## **9.4 Financial Management**

The institution ensures the **integrity of its finances** through:

- prudent financial management and organization,
- a well-organized budget process,
- appropriate control mechanisms, and
- timely financial reporting,

... to provide a basis for sound financial decision-making.

The institution has and implements a realistic plan for addressing issues raised by the existence of any **operating deficit**.

## **9.5 Fund Raising**

The institution directs its fund-raising efforts toward the fulfilment of institutional objectives and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted.

The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

## **9.6 Educational Audit**

**The institution's financial records clearly relate to its educational activities.**

The financial resources and transactions of independent institutions are audited annually by an external auditor in accordance with the generally accepted auditing standards by a Certified Public Accountant.

When public institutions are, by law, audited by a government agency, an independent audit is not required except for any funds not subject to such an audit. In either case, the audit is reviewed by the institution's administration and the resulting recommendations or conclusions should be addressed by the institution's financial planning.

The institution should also have in place appropriate internal mechanisms to evaluate its financial management.

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# ***Public Disclosure***

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## **STANDARD TEN**

### **10.1 Transparency**

In presenting itself to students and other members of the interested public, the institution provides information that is complete, accurate, and clear.

### **10.2 The Institution Described**

The institution has a current catalogue or prospectus in which it describes itself consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution.

While the catalogue is expected to include most or all of the authoritative information relative to admission and attendance, the institution may disclose some of that information through other official publications.

All institutional publications, including tapes and film, web pages and other forms of electronic dissemination, and oral communications are consistent with catalogue content and fairly portray the conditions and opportunities available at the institution.

The information provided is sufficient to allow students to make informed decisions about their education.

### **10.3 Publications**

Appropriate publications, print (prospectus) or electronic (website), contain:

- the institution's mission, objectives, and expected educational outcomes;
- requirements and procedures and policies related to admissions and the transfer of credit;
- student fees, charges and refund policies;
- rules and regulations for student conduct;
- other items related to attending or withdrawing from the institution;

- academic programmes, courses currently offered, and other available educational opportunities;
- and academic policies and procedures and
- the requirements for degrees or other forms of academic recognition.

### 10.4 Faculty

Relevant publications, print or electronic, also include a list of current faculty, indicating departmental or programme affiliation, distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them. The names of administrative officers, with their positions, and the names of members of the governing board are also included.

### 10.5 Products

The institution clearly indicates those programmes, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.

### 10.6 Other Data

It publishes and makes readily available a **description** of:

- the size and characteristics of the student body
- the campus setting
- those institutional learning and physical resources from which a student can reasonably be expected to benefit, and
- the range of co-curricular and non-academic opportunities available to students.

### 10.7 Verified Claims

The institution has readily available **valid documentation** for any statements and promises regarding such matters as:

- programme excellence,
- learning outcomes,
- success in placement, and
- achievements of graduates or faculty.



## **10.8 Available Information**

The institution will respond and has ready availability on request all of its publications. It is also responsive to reasonable requests for information about itself. The institution has available upon request the institution's most recent audited financial statement or a fair summary thereof.

## **10.9 Accreditation Status**

The institution's statements about its current accredited status must be accurately and explicitly worded. An institution placed on probation discloses this status in its catalogue and recruitment materials.

## **10.10 Relevant Publications**

Through a systematic process of periodic review, the institution ensures that its publications are accurate and current.

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# Integrity

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## STANDARD ELEVEN

### 11.1 High Ethical Standards

The institution subscribes to, exemplifies, and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public.

### 11.2 Relations

**Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies.**

Adequate provision is made to ensure academic honesty, privacy rights, and fairness in dealing with students, faculty, and staff.

Appropriate policies and procedures related to intellectual property rights are in place.

The institution's educational policies and procedures are applicable and equitably applied to all its students.

### 11.3 Academic Freedom

The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

### 11.4 Legal Matters

**The institution observes the spirit as well as the letter of applicable legal requirements.**

It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary **operating authority** for each jurisdiction in which it conducts activities; and it operates **within this authority**.

## **11.5 Non-discrimination**

The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

## **11.6 Operations**

The institution manages its administrative operations with **honesty** and **integrity**.

## **11.7 Institutional Policies**

**The institution has established and publicizes clear policies ensuring institutional integrity.**

Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.

## **11.8 Accreditation**

In its relationships with the **Christian Quality Assurance**, the institution demonstrates honesty and integrity, and it complies with CQA's standards, policies, and requests.

## **11.9 Related Requirements**

In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other CQA Standards.

## **11.10 Review**

The institution periodically assesses the effectiveness of its ethical policies and procedures and demonstrates that mechanisms exist for the effective implementation of its principles.

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# Christian Values

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## STANDARD TWELVE

### Preamble

The CQA acknowledges that knowledge is **not value free**. The meta-theoretical framework is a function of the value system that the institute subscribes to. The CQA, although it promotes academic co-operation with all religions for enrichment, advocates **a Christian value system and ethical code of conduct**. Although the CQA acknowledges that such a value system may find concrete expression in dogmatic confessions, the focus of the CQA is on the general and universally applicable moral principles that supersedes policy, undergirds policy and transcends ecclesiastical polarisation. Consequently all affiliates should give an account of this aspect in terms of the following criteria:

### 12.1 Outline a Christian Value System

The institution **subscribes** and **provides a clear outline** of its value system that serves as a matrix for the development of courses and the delivery of its programmes.

### 12.2 Veracity, Ethical Quality and Honesty

The institution **spells out** the veracity, ethical quality and honesty with which it conducts business, forge agreements, formulates policy and guides and guides the compilation of training programmes.

### 12.3 Glorifying God

The institution is committed to the mission of glorifying God as **creator** and **saviour** in the content and methodology of its courses.

### 12.4 Teaching within a Christian World View

Although **academic research** is always open to the whole spectrum of research findings, the institution refrains from specifically teaching theories and theoretical constructs that may contradict the essence of a Christian world view.

## **12.5 Guidance in Research**

The institution, in its **research enterprises**, endeavours to find meaning and intelligibility within the framework of a general Christian theodicy.

## **12.6 Appointment of Staff**

The institution takes Christian character and maturity into consideration in the appointment of officials and lecturers/tutors in terms of explicit **human resources policy**.

## **12.7 Characterises its Conduct**

The institution is known for its **spirit of Christian conduct** as expressed in academic tolerance, business synergism, philosophical beliefs, ethical behaviour and mode of operation.

## **12.8 The Bible Infallible Word of God**

Although not a text book, the institute accepts the **Bible** as the **infallible word of God** and guideline for a Christian value system within the hermeneutical scheme of exegeses congruent with a particular Christian tradition.

## **12.9 Dealings with Learners**

The institution has an impeccable record of integrity in its **dealings with learners** and promotes the personal development of every learner as a unique individual created imago Dei.

## **12.10 Regular Review**

The institution periodically assesses the way in which a Christian value system adds value, contributes towards training and development in an accountable way, and finds ethical principles inherent in the learning programmes.

July 11, 1997

Revised, April, 2003

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# About CQA

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## In Essence

Christian Quality Assurance, has as its primary purpose the international accreditation of Christian higher educational institutions. As organisation it operates on a voluntary, non-profit, and self-governing basis.

## Education

It first of all strives to provide necessary information about accreditation to institutions who seek to improve their quality and level of accreditation.

## Service

Through its evaluation activities, CQA also provides public assurance about the educational quality of those Christian colleges and Universities that receive (by selection), seek (by application) or wish to maintain membership (by continuing quality educational offerings), which is synonymous with accreditation.

## Accreditation Process

Institutions of higher learning achieve accreditation from Christian Quality Assurance by demonstrating that they meet CQA's Standards for Accreditation and comply with its policies. They demonstrate this through:

- public perception of their quality and standing
- Internet presence and its offered contents
- self-reporting in a required format
- peer reports, and
- direct on-site evaluation by CQA or delegated parties.

The **Standards for Accreditation** establish minimum criteria for institutional quality. CQA expects affiliated institutions to work toward:

- improving their quality
- increasing their effectiveness, and
- continually striving toward excellence.

Its evaluative processes are designed to encourage such improvement.

Each of the twelve Standards encompasses a principal area of institutional activity. The standards are meant to be a guide towards improvement and a template for institutional design.

Institutions who have measured themselves against these standards will be able to state that their policies, practices, or resources are:

- appropriate to higher education,
- consistent with institutional mission and purposes, and
- effective in meeting the intent of CQA's Standards.

The self-regulatory nature of accreditation assumes that institutions agree to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses.

By design, the Standards do not preclude perceptive and imaginative experimentation aimed at increasing the effectiveness of higher education.

Affiliated colleges and universities manifest their integrity through continued voluntary adherence to these criteria.

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# Accreditation

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## WHAT IS ACCREDITATION?

Accreditation is a means of assuring the public that an institution meets accepted standards of quality and integrity. It developed in the United States early in the 20th century. Accreditation is spreading throughout the world, as more and more countries adopt some form of this widely acclaimed mechanism for quality assurance and quality improvement.

Accreditation is founded upon **three key principles**:

- voluntary participation,
- self-study, and
- peer review.

Standards are self-imposed by responsible and seasoned educators among member institutions. Institutions seeking to obtain or renew accreditation are required to conduct a comprehensive, analytical self-study resulting in both:

- an **assessment of quality** in reference to common standards and
- recommendations for **improvement**.

An **evaluation team** composed of professional peer educators from sister institutions typically:

- reviews the institution's self-study report,
- verifies the institution's claims concerning quality and integrity,
- offers recommendations concerning compliance and/or improvement,
- and renders a decision concerning whether to recommend accreditation.

The findings of an evaluation team (along with an institution's response and follow up record) are typically reviewed by a commission or panel on accreditation. This panel is usually empowered to render a decision concerning the institution's accredited status.



Kells' book, *Self-Study Processes*, is one of the most comprehensive and respected works on this subject. Kells suggests that an accredited institution is one that:

- Has a clear and distinctive mission (or purpose) widely understood and embraced throughout the institution
- Has ascertainable goals and objectives deriving from the mission
- Has resources (students, faculty, learning resources, facilities, finances) adequate to assure that goals may continue to be achieved
- Employs processes which ensure integrity and efficiency
- Engages in continuous assessment, planning, and intentional resource allocation toward improvement
- Substantially meets accrediting standards.

CQA would add to this the following general criteria:

- Selects and supports students to produce outstanding graduates
- Structures learning through relevant curricula
- Produces assured qualifications through outcomes assessment

An un-accredited institution is not necessarily substandard. There are indeed worthy and worthwhile institutions which have for one reason or another chosen not to seek accreditation.

For more on the subject of accreditation, check out the excellent discussion presented in the Council for Higher Education Accreditation's website: [www.chea.org](http://www.chea.org).

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**Calvary comment:** On the following pages we have reproduced the application documents which we are required to administer for CQA in order to maintain Tuition Centre accreditation on an on-going basis. The **Blue Book** must also be completed. This has been drawn up with 122 questions which are based on the 12 Standards as they affect the Tuition Centres specifically.

A **yearly report** will be required which is due during April each year.

Your own **Quality Management System** should be run internally in the TC, using the provided forms which Calvary has produced according to CQA requirements and specifications. These follow as a pdf file.

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# ***Quality Management***

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## **QMS FORMS**

### **Faculty & Staff Interviews**

Quality management should be conducted as part of Human Resource management. A set of forms which will be instruments used during regular interviews (e.g. yearly) should be designed and developed to measure the capability of faculty, administrative staff and supportive staff to provide an environment of quality programme delivery. Examples are:

- Faculty yearly Interview
- Tutor Yearly Interview
- Assessment Moderator Interview
- Administrative Staff Interview

These interviews are taken by the immediate superior of the interviewee and handed to the person responsible for Human Resource management for review by the appropriate committee or the CEO.

### **Student Interview**

To keep the finger on the pulse of how the learners perceive the institution, its capability of quality provision, the quality of the programme, the clarity of the published information and transparency of communication is commented on by the students in a well planned questionnaire:

- Student Exit Interview

### **The Institution (the Tuition Centre)**

The CEO and the head of the Tuition Centre and Administration should do a self-analysis on the institution they are responsible for. We have drawn up a questionnaire and the CQA standards is the point of departure to lead such meetings that culminate in a yearly report. An abstract of such a report and the resulting decisions could be published in one of the official publications of the Tuition Centre.

The QMS report should be drawn up and kept on file for eventual site visits and the Blue Book should be sent in to Calvary during April or at start-up.

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Edited extract from the CQA website.