

THE INTERNATIONAL COUNCIL FOR HIGHER EDUCATION

Advancing Christian Scholarship
Through Integrated Education

2018 Accreditation
Manual (With Interim
July 2023 Updates)



INTERNATIONAL COUNCIL
FOR HIGHER EDUCATION

Accreditation Manual

General information

The International Council for Higher Education (ICHE) was officially established in 1997 in Switzerland by concerned educators joined together on vital issues facing Christian higher education across the world. Since its founding, ICHE has addressed these wide-ranging educational concerns by networking and partnering with educators, specialist agencies, and institutions worldwide. Through these relationships, established colleges and universities have been able to make significant contributions to institutions in the developing world through strategic service and program partnerships.

Mission

To advance the cause of Christian scholarship, particularly in countries where educational opportunities are restricted, and to help our members develop sustainable and integrated models of higher education that reflect biblical faith through learning and service.

Aims and Objectives

Networking: To facilitate a global network of individuals and institutions dedicated to the cause of Christian higher education.

Program and Professional Development: To assist in the areas of curricula and program development, vision formation, faculty development, leadership development, teaching methods, and textbook/content delivery.

Partnerships: To facilitate partnership building through student, faculty, and institutional collaboration and exchanges.

Accreditation: To provide accreditation and validation services for programs and degrees in the social sciences, education, theology, business, and other fields that are interdisciplinary in nature.

PRINCIPLES OF INTEGRATED LEARNING

The International Council for Higher Education has recognized the need to promote integrated learning around the world. Meeting on the campus of the Nairobi Evangelical Graduate School of Theology (NEGST) in July 2005, the participants together pledged to pursue integrated learning more extensively for implementation wherever possible.

Integrated learning is ideally suited for making learning relevant to the given contexts within which we train people for various forms of service. But we

recognize that our contexts will necessarily vary and therefore forms of integration will also vary. However, for integrated learning to succeed we need to develop an enabling environment in each context within which integration can be made possible. We affirm the following principles for integrated learning endeavors:

1. Integrated learning is built on the premise that there is unity of truth in God both through General revelation and Special revelation. However, this must not assume that all so called “truths” can be integrated into God’s truth. There are “truths” contradictory to God’s revealed truth that will need to be critically evaluated.
2. Integration is not new to many contexts. Many traditional cultures are already based on integration of life but were introduced to systems of education which disintegrated knowledge into specializations. Integrated learning methods will be conducive for such contexts.
3. Integrated education must not discount the need for specialization. Integration requires a core of knowledge of various specializations around which integration must take place. A proper balance must be sought between specialization and integration.
4. Integrative endeavors occur on multiple layers, such as the integration of local contexts with God’s revealed truths within which they are taught, integration of academic integrity and real-life experience, integration of subjects within given curriculum, integration of an institution with its vision and mission, etc.
5. Local or regional contextual factors must be given importance in implementing integrated learning. However, integration involves not only various local contextual perspectives but also global concerns which challenge us locally today.
6. Institutions must recognize that becoming an institution that values integration is a process, and it must strive to develop *faculty* who must be facilitators, not merely dispensers of knowledge helping *students* to see the value of integrated learning.
7. Integration requires curriculum that is in tune with real life situations and in terms of relevance to actual challenges faced. This will make curriculum dynamic rather than static and applicable within varied contexts into which our learners will go for service.
8. Integrated learning must foster the goals and outcomes--based approach for preparation of committed people we need for ministry today. Education is a means to an end, not an end in itself. Christian educators are not called to disseminate information but to train disciples.
9. Those seeking to implement integrated learning must carefully bring a balance of formal, non--formal, and informal modes of education. Ideally, various modes could be integrated for providing valuable tools for learning.
10. In our pursuits for integrated learning, we must remind ourselves that all that we teach and learn must relate to that central and over-arching

mission of God entrusted to the church, the body of Christ worldwide. Through our pursuit of integrated learning we envision a generation of teacher facilitators, who are committed to integrating biblical values into their life and ministry. We envision a generation of well--integrated disciples of Jesus Christ who will serve as mentors and models training other disciples.

PHILOSOPHY OF ACCREDITATION

ICHE is a relational network of academic institutions seeking to empower leaders in their nations through a formal educational program based upon a Christian worldview. As an accrediting agency, we operate on a peer--based approach thereby allowing institutional leaders to examine one another with an eye to improving the academic excellence, missional effectiveness and contextual engagement to maximize cultural and national impact. While there are generally accepted expectations of an effective educational program that transcend cultures and nations, we seek to be sensitive to the particularities represented by our institutions. As a result, we do not establish standards requiring compliance. Rather we identify key principles that will not only guide the institution in its own growth but also provide a framework for an institution to demonstrate its level of effectiveness. In an effort to provide a clear picture of a specific institution's manifestation of these key principles, the accreditation manual lists comprehensive questions to guide in the self--study process. In responding to these questions, the institution being visited can provide a clear picture to the visiting team regarding its own perception in fulfilling its mission with academic excellence appropriate to its context and missional effectiveness consistent with its stated intention. The Accreditation department of ICHE selects highly qualified individuals with academic experience and reputation to comprise visiting teams for accreditation visits. By forming visiting teams from among qualified leaders of other ICHE institutions, we are thereby able to utilize the accrediting process to assist a school in its growth and mission with the insights and abilities of those with a similar worldview and commitment to Christian higher education.

THE ACCREDITATION PROCESS

1. Application

Institutions desiring accreditation for their programs should contact ICHE with

- a) a Letter of Intent and
- b) an institutional Information Form.

These shall be reviewed and accepted by ICHE prior to taking the following step.

2. Program Evaluation Report

ICHE provides guidelines for the Program Evaluation Report based on which the institution seeking accreditation/validation will provide the necessary data in the form of a self--evaluation of the proposed program. When the Program Evaluation Report has been completed, a copy should be sent to ICHE by email as a Word attachment at least six weeks before the proposed evaluation site visit.

3. Evaluation Site Visit

An evaluation team from ICHE will then conduct an Evaluation Site Visit (ESV), which lasts for 2--4 days. After the visit, they will present a report of their findings and recommendations to the institution.

4. Accreditation Decision

Procedure for the communication of results of Evaluation Site Visit:

- a) At the end of the visit, the accreditation team will meet privately with the institution's President to give a verbal report of the visit;
- b) The Accreditation team will then meet with the administrative team or the entire campus community to give a verbal report;
- c) The team leader will combine the individual reports of each team member into a synthesized report and send it to the institution within 2 weeks of the end of the visit;
- d) The institution may respond within 2 weeks addressing any factual errors;
- e) The team leader shall correct factual errors in the report;
- f) The team leader will send the final report to team members for final approval and sign-off;
- g) The team leader will send the final report with a recommendation for accreditation status to the Director of Accreditation who will forward it to the ICHE President for presentation to the Board;
- h) The ICHE Board will act upon the recommendation for accreditation, attaching any conditions or directives and send the final report letter to the institution.

5. Levels of Accreditation

The ICHE Board will grant one of the following two categories of accreditation:

A. Provisional Accreditation is granted to programs that need improvement as per ICHE expectations and guidelines. With this status, the ESV Team shall require a compliance report from the institution and may also require a second visit within a specific time period in order to ascertain actions taken for upgrading

the programs. It will then present a consolidated report to the ICHE Board for granting the next level of accreditation.

B. Full Accreditation is granted to programs that satisfactorily fulfill ICHE expectations and guidelines.

6. Responsibility and Accountability of the Institution

It is the responsibility of the institutions to continue to sustain ICHE standards and guidelines that facilitated their acquisition of accreditation. The accreditation status of an institution could be jeopardized for not

- carrying out the recommendations of the ESV;
- paying the annual fee; or
- reporting major changes in the programs, curriculum, faculty, finances, student intake that would significantly alter the functioning of the Institution.

7. Renewal of Accreditation

ICHE provides accreditation of institutions and programs for a period of ten years. It is the responsibility of the institution to apply for re-accreditation by the end of the ninth year. An Evaluation Site Visit shall be conducted before granting re-accreditation.

*Note:

1. Those seeking ICHE program validation should follow the same procedure as above.
2. Younger institutions may invite an ICHE Team for a Fraternal Visit. The team will follow the same procedure of evaluation, but not leading to accreditation, for the sole purpose of advising the institution what and how to prepare and upgrade their programs to qualify for an official visit of the ESV on a future date mutually agreed upon.

8. Fee

A. Evaluation Site Visit (ESV) Fee:

1. All expenses for the ESV Team are to be paid by the institution.
2. The institution will be responsible for the travel, board, and lodging for members of the ESV Team. The travel expenses may be shared when there is more than one institution in a city or country requiring an ESV.
3. The institution will be responsible for the travel, board, and lodging for members of the Fraternal Visit. There shall be no other fee levied at this time.

B. Accreditation Fee:

1. Institutions pay an accreditation/validation fee once every 10 years.
2. The fee can be paid lump sum or in installments.
3. If the institution has more than one program to be accredited, the accreditation fee will be USD1000 for the first program, and USD100 for each additional program.

INITIAL PROCEDURE

I. Letter of Intent

The Chief Executive Officer (i.e. President, Director, etc.) of the institution seeking accreditation shall write a letter of intent to the Director of Accreditation of ICHE.

A Model Letter (via email, attach MS Word or PDF formatted document)

Date:

From: Name of the CEO with titles and designations,
Name of the Institution,
Postal Address of the Institution,
Telephone numbers with city and country codes,
Fax number with city and country codes,
E--mail addresses.

To: The Director of Accreditation
International Council for Higher Education
Dr. Jim J. Adams
Email: jjadams@lifepacific.edu

Dear Sir,

Application for Accreditation

Our institution seeks to gain ICHE accreditation for (name the degree program/s). We will prepare a Program Evaluation Report and send it at least six weeks prior to the Site Evaluation Visit. We will comply with the fee requirements for membership and accreditation as per ICHE guidelines. Attached is the Information Form for your consideration.

We await a favorable response to our request.

Thanking you.

Yours sincerely,

Name and Signature:

Position

Attachment: Information Form

II. Information Form

The Information Form is an opportunity to describe your institution succinctly. We require no more than two pages of institutional information.

1. Name of the Institution
2. Designation and Name of the Head of the Institution
3. Member of ICHE? Yes/No
4. Mission, Vision, and Core Values of the Institution
5. Institutional projection for the next five years showing how the Mission, Vision, and Values listed in #4 will be implemented.
6. Which program(s) are you applying for accreditation? When did the program begin? How many have graduated from this program?
7. Other vital information:
 - a. The number of full time and part time faculty
 - b. The number of volumes in the library, including journals, eBooks and e-book subscriptions
 - c. The number of full time and part time librarians
 - d. The number of students enrolled in the past year in all your programs.
8. Most recent audited financial statements. Governance of the Institution.
 - a. Give the names of the members of your Governing Body/Board of Directors along with the names of executive members.
 - b. Give a brief sketch of your administrative structure.
9. When would you prefer a visit by the ICHE Evaluation Site Visit (ESV) Team? (Specify the month and year)
10. Name and Signature of the Head of the Institution

Schedule for Evaluation Site Visit (ESV)

This is a normal schedule for both campus-based and non-campus based education. Non-campus-based programs may require a few conducive or supplementary criteria for evaluation.

Day 1

1. Arrival of the ESV Team

Day 2

1. Orientation meeting of the ESV Team.
2. Orientation meeting with the Administration.
3. Scheduling interviews with the President, Academic Dean, Business Officers, Dean of Students, Librarian, Learners, alumni, and members of the Board.
4. Appraisal of all pertinent documents at the President's Office and the Office of the Academic Dean.
5. Tour of the Campus-- buildings, Infrastructure, environment, student life.

Day 3

1. Interviews with the President, Academic Dean, Business Officers, Dean of Students, Librarian, students, alumni, and members of the Board.
2. Assessment of the Library and electronic resources
3. Teaching/Learning Assessment, Classroom observation
4. ESC Team Meeting

Day 4

1. Preparation of ESV report.
2. Preliminary report to the Principal Officer and Administrative staff
3. Departure of the ESV Team

Documents Needed for Scrutiny

The institution should make the following documents available to the ESV Team for scrutiny:

1. The current Program Evaluation Report, Previous ESV Report, Previous Compliance Report with supporting data.
2. The Institution and Its Credentials
 - a. The Constitution
 - b. By-laws
 - c. Registration/Government Approval
 - d. Organizational Chart
 - e. Minutes of the Board Meetings
 - f. Annual Reports
 - g. Job Descriptions
 - h. Institutional planning document
 - i. Institutional outcomes
 - j. Employee Handbook and Service Rules

3. Infrastructure
 - a. Property and Buildings Records
 - b. Inventory of Movable and Immovable
 - c. Communication System
 - d. Vehicles Records

4. Resource Management
 - a. Financial Resources
 - b. Annual Budget
 - c. Balance Sheet
 - d. Audit Reports for the last two years
 - e. Infrastructure Management Records
 - f. Future Plans

5. Educational Programs
 - a. Curriculum
 - b. Course Description/Syllabi
 - c. Course Objectives and Outcomes
 - d. Learning Experiences
 - e. Research Methodology
 - f. Class schedules
 - g. Assessment Guidelines
 - h. Assignments and Examinations
 - i. Grading System
 - j. Transcript

6. Faculty and Staff
 - a. Faculty Service Rules
 - b. Faculty Vita, faculty list
 - c. Job Descriptions
 - d. Faculty Development Program
 - e. Faculty Evaluation Instrument
 - f. Minutes of Faculty Meeting
 - g. Published Works
 - h. Faculty Handbook

7. Learner Development
 - a. Learner Cumulative Records
 - b. Individual Files
 - c. Learner Handbook
 - d. Ministerial Development Records
 - e. Personal Growth Records
 - f. Physical Development Records
 - g. Learner Outcomes Records

- h. Graduate Placement Records
 - i. Alumni Records
8. Learning Environment
 - a. Library Holdings
 - b. Accession Records
 - c. Circulation Records
 - d. Supervision Records
 - e. Learning Activity Records
 - f. Co--Curricular Records
 9. Church Relation
 - a. Church and Denominational Links
 - b. Literature
 - c. Churches' Involvement in Learner Development
 - d. Collaborative Programs
 10. Community Relation
 - e. Community Collaborative Programs
 - f. Public Relation Resources
 - g. Inter--faith and Cultural Links
 - h. Participation in Civic Activities

Guidelines for Writing Programme Evaluation Report [PER]

Institutions seeking membership and accreditation of their programs should send detailed self--evaluation information/report based on the following guidelines. This should reach ICHE at least six weeks prior to the Evaluation Site Visit.

Institutional Panorama

A. Brief History:

1. When, how, and by whom was the institution founded?
2. Highlight the important stages in the growth and development of the institution. Were there any setbacks? Please explain.
3. Sketch the present scenario of the institution.

B. Vision/Mission, Aims and Objectives

1. What is the Vision and Mission of the Institution? How are they being fulfilled?
2. Has there been any change in their understanding and implementation in the recent past?
3. What are the specific Aims and Objectives of the institution?

4. How do you know if they are being fulfilled?
5. Who reviews or revises the objectives?
6. What are the future plans of the institution? Do you have short--range and long--range plans? Who were involved in the planning? How will you implement them?

C. Administrative Setup

1. Is the institution registered with the government?
2. Are you affiliated to a denomination, association, or an educational institution?
3. Are you accredited by any other agency? If yes, please furnish details.
4. What is the administrative structure of the institution?
5. Please give us an organizational chart. When was this revised last? By whom?
6. State the names, roles, and functions of the members of the present governing board.
7. In what ways are the members of the board involved in the lift of the institution, faculty, staff, and students?
8. Please provide us the names and the duration of office of other administrators.
9. Are there any standing committees? When do they meet? What is the communication process within the committees and within the whole administration?
10. How often does the administration carry out a performance evaluation of staff and faculty?
11. How long has the present President/Principal/Director served the institution? If there was a change in leadership in the recent past, state the circumstances for the change.
12. How do you describe the environment of the institution? How is the relationship among the members of the institution? How would you describe the relationship between church and society?
13. What are the areas that need improvement in your administrative setup?

Academic Standards

A. Programme Description:

1. Name of the Program/s: What are the programs to be accredited/re--accredited/ validated?
2. When was this programme/s begun to be offered?
3. State the purpose of each program.
4. What are the outcomes envisaged for each program?
5. What objectives guide the programs?
6. Describe each program in terms of length in years, target groups, entrance qualifications, graduation requirements, class hours required,

grading system, faculty qualification that is required at different levels, instructional resources available such as library holdings, electronic resources, learning activities, and teaching/learning methods.

7. Who are your general clientele and stakeholders?
8. What is the procedure for admission of learners to each program?
9. Do you accept transfer students? On what basis?
10. What is the current number of students in each program?
11. How many learners do you have in a class? What is the ratio between learners and teachers?
12. How many have graduated from each program?

Curriculum

1. Do you have a curriculum development committee? How often do they meet? What criteria do they use to formulate curricula for each program?
2. Does the curriculum provide an integration of theory and practice and provide space for the integration of knowledge, skills, and application?
3. How do you ensure that learners develop skills of analysis, synthesis, evaluation, critical thinking, and problem-solving abilities?

Academic Committee

1. Do you have an Academic Committee? What are the duties and responsibilities of the Academic Dean and other members? Do you have written job descriptions and are all the staff and faculty aware of them?
2. What method of assessment is followed that ensures that learning has taken place in the area of academic formation, personal formation and professional formation?
3. Do you use a standard grading system and procedures? How are grades reported to the academic dean/registrar/students etc. What follow-up or remedial measures do you use for those who do not meet the standards?
4. How are the records maintained in the academic office? Are they manual or electronic? Do you keep copies?

Resources that Support the Campus--Based Programs

A. Infrastructure

1. Instructional facilities

Do you have adequate buildings, housing, classrooms, library, faculty lounge, Administrative offices, and residential quarters? Please give details.

2. Residence/hostels

Do you have residence facilities for men and women? Describe the dining hall and kitchen facilities. Do you have a common recreational facility in the residence premises?

3. Extension Centres

Do you have extension centres? Where are they located? What facilities and infrastructure are available at these centres?

4. Infrastructure Development

What plans do you have for the development of the campus and its infrastructure? What measures do you have to make the campus environmentally friendly?

B. Academic Resources

1. Library

How many books, periodicals and journals does the library have? What are the inadequacies? Do you have a development plan for the library? Do you have a qualified librarian? How many personnel work in the library? How are books selected, bought and classified. Do the students and faculty use the library to the maximum advantage? How is this ensured? Is the library computerized?

2. Research facility

What research and learning facilities do you provide for faculty and students?

3. Electronic facility

Do the students and faculty have access to computers, internet and electronic library?

C. Personnel

1. Teaching Faculty

What qualification is required for teachers, tutors, mentors, and course writers at different levels? Do you have a faculty development programme? Briefly state how the faculty are evaluated by the students and the institution. Please furnish the details for each faculty such as name, age, earned degrees,

institution where earned, current position, full-time or part-time, specialization, courses taught per year, published works.

2. Library Staff

Do you have a qualified, full-time librarian? How many staff members work in the library? What are their specific duties? State the qualifications and experience of each of them.

3. Research Facilitators

Do you have a pool of research facilitators and mentors besides the regular faculty? How are they made accessible to the students? Are there guidelines that both students and mentors are oriented with? Please attach a copy.

4. Administrative Staff

Describe your administrative structure. Do you have job description and service rules for all staff? Please attach a copy.

5. Adjunct Faculty

Please attach a list of your adjunct faculty. What is the ratio of adjunct faculty to full-time faculty teaching courses in a year? What are the specific areas for which you require adjunct faculty? How do you ensure the accountability of non-regular teachers? What is the rationale for using adjunct faculty?

D. Financial Resources

1. Budget

Please attach a copy of your budget, balance sheet, and audit statement for the last three years. How much of your resources come from overseas donations? What proportion of the receipts comes from student fee?

2. Self-sufficiency

What are the plans to make your institution self-sufficient? What income generation plans do you have for your institution?

E. Programme Delivery

1. Conventional Methods

What conventional methods of teaching/learning [lecture, rote, final examination, etc.] do you employ? How are they effectively used?

2. Innovative Methods

What innovative methods do you use? What new methods based on the current philosophies of education do you utilise in teaching/learning process? Describe.

3. Integrated Learning

Does your institution employ an integrated approach to education? Are your teaching faculty familiar with the concepts of integrated learning? Have you had any seminars or workshops on integrated learning?

4. Electronic Learning

Do you encourage your students to use the electronic media for learning and research? What facilities are available to students for electronic learning?

5. Learning Activities

What learning activities are provided for students apart from class-room learning? How are these supervised? What assessment tools determine learning has taken place?

F. Formation of Learners

1. Mentors/supervisors

Does every student have access to a mentor? How often do the students and mentors meet on an average? Do you conduct an orientation for mentors? Are the local church leaders utilised as mentors? Are there any guidelines for mentors? Please attach.

2. Academic Formation

Do you give equal importance to the development of knowledge, skill and attitude? Do you have a curriculum committee that supervises the formation of every syllabus and makes sure that it incorporates knowledge, skill and attitude? What are the areas that need improvement in the academic formation of learners?

3. Personal Formation

How do you ensure the personal formation of learners? What opportunities do you provide to assure the development of each learner? Do you provide opportunities for the spiritual, physical, psychological, and social development of the learners? How do you ensure the development of personality, management and

communication skills of learners? Do you provide occasions that help develop their civic sense and their social/political obligations as responsible citizens of the country?

4. Professional Formation

Do you provide career guidance to your learners? Are the learners exposed to various kinds of work experiences that enable them to choose a profession from several options? What opportunities are there for the learners to know their aptitude and competency for a chosen profession? Do you provide learning experiences in the areas of management skills, financial management, professional ethics etc.? Do you have placement services?

G. Assessment Apparatus

1. Kind of Assessment

What kind of assessment apparatus do you use? Do you have both summative and formative assessments? Are the modes of assessment made known to the learners in the beginning of the term? What emphasis do you have on 'final' examination? How do you assess when the learning is complete? Do you follow any grading system? Explain.

2. Assessment of Outcomes

Do you have list of outcomes for every course and for every area of formation that you assess? Are these outcomes achievable, measurable and fair? Who conducts the assessment in various areas of learning? Do you have guidelines for assessment that both faculty and learners have access to?

3. Methods/tools of Assessment

What are the different methods you use for assessment of learners? List the tools normally used and their effectiveness in assessment.

4. Graduate Profile

Do you have a graduate profile? Do you allow room for individual growth and development by acknowledging the different make-up of each learner?

H. External Evaluation

1. Report from Alumni/their effectiveness

Do you seek reports and comments from alumni for the improvement of the institution? How is that done?

2. Report from Stakeholders/Employers

Do you interact with the stakeholders who will/may employ your graduates so that you could improve your efforts for the benefit of the learners?

3. Suggestions for Improvement

What are the areas you think needs your urgent attention?

I. Resources that Support Distance Education Programs

1. Infrastructure

- A. Instructional Facilities

Do you have adequate buildings housing the conference room, library, faculty lounge, Administrative offices, and residential quarters? Give details.

- B. Study Centres

Do you have study centres in key areas? Where are they located? Do you have library and internet facilities at these centres? What other facilities and infrastructure are available at these centres?

2. Academic Resources

1. Library

How many books, periodicals and journals does the library have? What are the number of e--journals and e--books available? What are the inadequacies? Do you have a development plan for the library? Do you have a qualified librarian? How many personnel work in the library? How are books selected, bought and classified? Do the students and faculty use the library to the maximum advantage? How is this ensured? Is the library computerized?

B. Research facility

What research and learning facilities do you provide for faculty and students?

C. Electronic facility

Do the students and faculty have access to computers, internet and electronic library? Do you conduct on--line classes? Is there provision for tele--conferencing?

J. Personnel

1. Teaching Faculty

What qualification is required for teachers, tutors, mentors and course writers at different levels? Do you have a faculty development programme? Briefly state how the faculty are evaluated by the students and the institution. Please furnish the details for each faculty such as name, age, earned degrees, institution where earned, current position, full--time or part--time, specialization, courses taught per year, published works.

2. Library Staff

Do you have qualified librarians at the centres? How many staffs work in the library? What are their specific duties? State the qualification and experience of each of them.

3. Research Facilitators

Do you have a pool of research facilitators and mentors besides the regular faculty? How are they made accessible to the students? Is each learner attached to a mentor for the entire period of study? How often do the mentor and the learner meet? Are there guidelines that both students and mentors are oriented with? Please attach a copy.

4. Administrative Staff

Describe your administrative structure. Do you have job description and service rules for all staff? Please attach a copy.

5. Adjunct Faculty

Please attach a list of your adjunct faculty. What is the ratio of adjunct faculty to full--time faculty teaching courses in a year? What are the specific areas for which you require adjunct faculty? How do you ensure the accountability of non--regular teachers? What is the rationale for using adjunct faculty?

K. Financial Resources

1. Budget

Please attach a copy of your budget, balance sheet, and audit statement for the last three years. How much of your resources come from overseas donations? What proportion of the receipts comes from student fees?

2. Self-sufficiency

What are the plans to make your institution self-sufficient? What income generation plans do you have for your institution?

L. Programme Delivery

1. Conventional Methods

What conventional methods of teaching/learning (lecture, rote, final examination, etc.) do you employ? How are they effectively used?

2. Innovative Methods

What innovative methods do you use? What new methods based on the current philosophies of education do you utilise in teaching/learning process? Describe.

3. Integrated Learning

Does your institution employ an integrated approach to education? Are your teaching faculty familiar with the concepts of integrated learning? Have you had any seminars or workshops on integrated learning?

4. Electronic Learning

Do you encourage your students to use electronic media for learning and research? What facilities are available to students for electronic learning?

5. Learning Activities

What learning activities are provided for students apart from classroom learning? How are these supervised? What assessment tools determine learning has taken place?

M. Formation of Learners

1. Mentors/supervisors

Does every student have access to a mentor? How often do the students and mentors meet? Do you conduct an orientation for mentors? Are the local church leaders utilised as mentors? Are there any guidelines for mentors? Please attach.

2. Academic Formation

Do you give equal importance to the development of knowledge, skill and attitude? Do you have a curriculum committee that supervises the formation of every syllabus and makes sure that it incorporates knowledge, skill and attitude? What are the areas that need improvement in the academic formation of learners?

3. Personal Formation

How do you ensure the personal formation of learners? What opportunities do you provide to assure the development of each learner? Do you provide opportunities for the spiritual, physical, psychological, and social development of the learners? How do you ensure the development of personality, management and communication skills of learners? Do you provide occasions that help develop their civic sense and their social/political obligations as responsible citizens of the country?

4. Professional Formation

Do you provide career guidance to your learners? Are the learners exposed to various kinds of work experiences that enable them to choose a profession from several options? What opportunities are there for the learners to know their aptitude and competency for a chosen profession? Do you provide learning experiences in the areas of management skills, financial management, professional ethics etc.? Do you have placement services?

N. Assessment Apparatus

1. Kind of Assessment

What kind of assessment apparatus do you use? Do you have both summative and formative assessments? Are the modes of assessment made known to the learners in the beginning of the term? What emphasis do you have on 'final' examination? How do you assess when the learning is complete? Do you follow any grading system? Explain.

2. Assessment of Outcomes

Do you have list of outcomes for every course and for every area of formation that you assess? Are these outcomes achievable, measurable and fair? Who conducts the assessment in various areas of learning? Do you have guidelines for assessment that both faculty and learners have access to?

3. Methods/Tools of Assessment

What are the different methods you use for assessment of learners? List the tools normally used and their effectiveness in assessment.

4. Graduate Profile

Do you have a graduate profile? Do you allow room for individual growth and development by acknowledging the different make--up of each learner?

O. External Evaluation

1. Report from Alumni/their effectiveness

Do you seek reports and comments from alumni for the improvement of the institution? How is that done?

2. Report from Stakeholders/Employers

Do you interact with the stakeholders who will/may employ your graduates so that you could improve your efforts for the benefit of the learners?

3. Suggestions for Improvement

What are the areas you think needs your urgent attention?

Please send the report as an email attachment duly signed by the head of the institution with all necessary documents to Dr. Jim J. Adams, Director of Accreditation, at jjadams@lifepacific.edu.