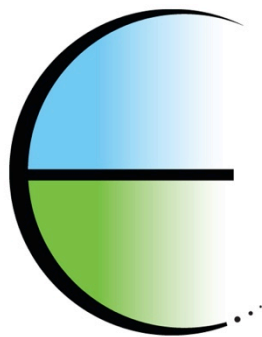

International Board of Education HANDBOOK



INTERNATIONAL
BOARD OF EDUCATION
Church of the Nazarene

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Introduction

I. A Letter from the Education Commissioner

Greetings:

God has given the Church of the Nazarene a precious gift in its colleges, universities, and seminaries around the world. A primary role of the International Board of Education and the education commissioner is to partner together to lead the church in assuring our stewardship of this precious gift. "The International Board of Education shall be the general church advocate for educational institutions in the Church of the Nazarene" (*Manual 402*). The creation of this International Board of Education Handbook is intended to assist our church and institutions in this important work.

A global consultation on education was held in February 2002. One request of the consultation members was that the various documents that guide IBOE policy and operation be collected and integrated into one document that was more easily accessible to IBOE educators and the church. This document was originally created in 2002 to do just that. It remains a "living document" that continues to collect in one place the historical and current general church documents that guide IBOE policies and practices.

Each section of this Handbook is self-contained and some material is repeated in more than one section. I hope that this will allow you to use this Handbook as a quick reference to answer your questions.

The Nazarene system of education includes many institutions of various sizes, educational levels, and missional purposes. Each institution has a defined mission, a constituency to serve, a context where it serves, and a role that it fulfills. Yet, this is more than a collection of institutions—it is an integrated system. Institutions that are meeting their mission can provide appropriate, high quality instruction and together, as a system meet the varied educational needs of the church.

One of the most critical functions of the IBOE is to assure the quality of Nazarene higher education. The IBOE has chosen to use a Quality & Missional Review process to fulfill this function. We all wish to provide a high quality education at an appropriate level for our students. Therefore, the Quality & Missional Review process partners with the institution and the IBOE to intentionally assure quality and mission-alignment. Section 5 explains this procedure of institutional self-study and site visits by a team of examiners. Every effort has been made to make this a positive, beneficial experience for the institution.

May the Lord bless you as we work together to meet the educational needs of our diverse denomination.

Grace & Peace,



Daniel Copp
Education Commissioner

II. PREAMBLE

The Church of the Nazarene, since its inception, looked to its educational institutions to preserve and propagate its most cherished values. Colleges and universities were organized before the union of the initiating movements that have become the Church of the Nazarene.

Holiness higher education and world holiness evangelization were the two engines that drove the global development of the Church. Godly faculty, campus revivals, and evangelistic teams planted churches and inspired visions of holiness of heart and life in every vocation.

This unique synthesis of a cleansed heart and an inspired mind is still the expectation the denomination has of those who benefit from its educational institutions. The fulfillment of the mission of the Church of the Nazarene depends on the faithfulness of the graduates of the colleges, universities, and seminaries of the Church of the Nazarene around the world. This is indicated by the clearly articulate Educational Mission Statement incorporated into the *Manual 2013-2017*.

¶ **400.1. Educational Mission Statement.** Education in the Church of the Nazarene, rooted in the biblical and theological commitments of the Wesleyan and holiness movements and accountable to the stated mission of the denomination, aims to guide those who look to it in accepting, in nurturing, and in expressing in service to the church and world consistent and coherent Christian understandings of social and individual life. Additionally, such institutions of

III. Philosophy of Nazarene Education

Our educational philosophy springs from our commitment to the Christian faith in general and our emphasis upon Christian holiness in particular. Nazarene education aspires to excellence. It is committed to education of the whole person because we are called as the people of God to love the Lord our God with all of our being, and our neighbor as ourselves.

It follows that our philosophy of education demands the best of our students and our institutions. We expect our students to acquire critical mastery of a discipline to the appropriate level. But knowledge acquisition alone is insufficient. It also demands that our institutions model faithful learning in ways that encourage students to be changed persons. Because we are being-in-community, it follows that this integration is never a private affair but should lead to ways in which students live out their integrated lives as agents of God's reconciling love in the world.

Theological education in particular, understood as the preparation of a minister of the Gospel of Jesus Christ, must engender obedience to the Word and appreciation for our tradition. It must develop whole persons, deepening their understanding of God and His ways, and enhancing skills essential to performance of their calling.

In order to provide for the long-term effectiveness of the church, care must be taken to ensure that our institutions are fulfilling their mission and meeting the strategic needs of their respective regions.

Because we are a global church, and because of our historic commitment to education, there is a network of Nazarene institutions around the world. Reciprocity among these institutions is governed by trust that each is attempting to meet or exceed culturally appropriate standards. Cooperating together, these institutions help to fulfill the mission of the church.

527.2. Cultural Adaptations for the Educational Foundations for Ordained Ministry.

The variety of cultural contexts around the world makes one curriculum unsuited for all global areas. Each region of the world will be responsible for the development of specific curricular requirements for providing the educational foundations for ministry in a way that reflects the resources and the expectations of that global area. Approval of the International Course of Study Advisory Committee, the General Board and the Board of General Superintendents (527.5) will be required before implementing a regionally designed program. Even within global regions there are varieties of cultural expectations and resources. As a result, cultural sensitivity and flexibility will characterize regional provisions for the educational foundations for ministry, which shall be directed and supervised by the District Ministerial Studies Board. Cultural adaptations of each region's program for providing educational foundations for ministry will be approved by Global Clergy Development and the International Course of Study Advisory Committee in consultation with the regional educational coordinator. (*Manual 2013-2017, Church of the Nazarene*. Kansas City: Nazarene Publishing House, 2013, 202)

Authorization
for the
International Board of Education

I. **Manual 2013-2017, Church of the Nazarene, PART V, HIGHER EDUCATION**

A. **Church and College/University**

400. The Church of the Nazarene, from its inception, has been committed to higher education. The church provides the college/university with students, administrative and faculty leadership, and financial and spiritual support. The college/university educates the church's youth and many of the church's adults, guides them toward spiritual maturity, enriches the church, and sends out into the world thinking, loving servants of Christ. The church college/university, while not a local congregation, is an integral part of the church; it is an expression of the church.

The Church of the Nazarene believes in the value and the dignity of human life and the need for providing an environment in which people can be redeemed and enriched spiritually, intellectually, and physically, "made holy, useful to the Master and prepared to do any good work" (2 Timothy 2:21). The primary task and traditional expressions of local church activity—evangelism, religious education, compassionate ministries, and services of worship—exemplify the church's love for God and concern for people.

At the local church level, the Christian education of youth and adults at various stages of human development intensifies the effectiveness of the gospel. Congregations may incorporate within their objectives and function childcare/school educational programs at any or all levels, from birth through secondary. At the general church level, the historic practice of providing institutions for higher education or ministerial preparation will be maintained. Wherever such institutions are operated, they shall function within the philosophical and theological framework of the Church of the Nazarene as established by the General Assembly and expressed through the *Manual*.

400.1. Educational Mission Statement. Education in the Church of the Nazarene, rooted in the biblical and theological commitments of the Wesleyan and holiness movements and accountable to the stated mission of the denomination, aims to guide those who look to it in accepting, in nurturing, and in expressing in service to the church and world consistent and coherent Christian understandings of social and individual life. Additionally, such institutions of higher education will seek to provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduates may choose.

400.2. General Assembly authorization, upon the recommendation of the International Board of Education, is required to establish degree granting institutions.

Manual 2013-2017, Church of the Nazarene. Kansas City: Nazarene Publishing House. 2013, 180-3.

Authorization for the development or change of status of existing institutions may be granted by the General Board upon recommendation of the International Board of Education.

No local church or combination of churches, or persons representing a local church or group of churches, may establish or sponsor a post-secondary level or ministerial preparatory institution on behalf of the church, except upon the recommendation of the International Board of Education.

B. Global Nazarene Education Consortium

401. There shall be an Global Nazarene Education Consortium composed of the president, principal, rector, or director (or his/her designated representative) of each International Board of Education institution of the Church of the Nazarene, regional education coordinators, education commissioner, Global Mission office director, and general superintendent in jurisdiction for the International Board of Education.

C. International Board of Education

402. The International Board of Education shall be the general church advocate for educational institutions in the Church of the Nazarene.

This board shall be composed of twelve members: eight elected by the General Board, plus these members ex-officio: two education representatives on the General Board, Global Mission office director, Global Clergy Development director, and education commissioner. A Nominating Committee composed of the education commissioner, Global Mission office director, two education representatives on the General Board, and general superintendents in jurisdiction for the International Board of Education and Global Mission office shall present eight nominees approved by the Board of General Superintendents to the General Board for election.

In an effort to insure broad representation throughout the church, the Nominating Committee shall submit nominees as follows: one regional education coordinator; three laypersons; two assigned ordained ministers from Global Mission regions where no person who is an education coordinator has been nominated; two "at large" nominees. No Global Mission region shall have more than one elected member on the IBOE until each region has a representative.

Throughout the nominating and election process, attention shall be given to the election of persons with cross-cultural perspective and/or experience as educators.

The **functions of the International Board of Education** are to:

402.1. Insure that institutions are under legal control of their respective governing boards whose constitutions and bylaws shall conform to their

respective charters or articles of incorporation and that shall be in harmony with the guidelines set by the *Manual of the Church of the Nazarene*.

402.2. Insure that members of governing boards of Nazarene institutions shall be members of the Church of the Nazarene in good standing. They are to be in full accord with the *Articles of Faith*, including the doctrine of entire sanctification and the usages of the Church of the Nazarene as set forth in the *Manual* of the church. Insofar as possible, the membership of the higher education boards of control shall have an equal number of ministers and laity.

402.3. Receive such funds as may be contributed to it for educational purposes through gifts, bequests, and donations, and shall annually recommend allocations from these funds to each educational institution in accordance with policy adopted by the General Board. Institutions shall not continue to receive regular support unless their education standards, plan of organization, and financial reports are filed with the International Board of Education.

402.4. Receive and deal appropriately with a yearly report from the education commissioner summarizing the following information from all International Board of Education institutions: (1) annual statistical report, (2) annual audit report, and (3) annual fiscal budgets for the upcoming year.

402.5. Recommend and provide support and advocacy, although its role is advisory to the institutions, to the Board of General Superintendents and to the General Board.

402.6. Serve the church in matters pertaining to Nazarene educational institutions in order to strengthen the bonds between the institutions and the church at large.

402.7. Submit its business and recommendations to the appropriate committee of the General Board.

403. All institutional constitutions and bylaws must include an article on dissolution and disposal of assets indicating that the Church of the Nazarene shall receive such assets to be used for educational services for the church.

II. ***Global Ministry Center Administrative Handbook, Church of the Nazarene, Chapter 10, International Board of Education***

X. International Board of Education (IBOE)

- A. Missional Function. The IBOE is the general church advocate for educational institutions in the Church of the Nazarene worldwide. This office attends to matters pertaining to institutional governing boards, finances, and annual reports. (See IBOE document: "Authorization, Procedures and Relationships.")
- B. The IBOE acts in an advisory capacity to educational institutions under the administration or support of the Global Mission Department. Budget and personnel issues are to be the responsibility of the Global Mission Department.
- C. Policy and Procedure. The IBOE shall function as the general church advocate for educational institutions in the Church of the Nazarene worldwide. In keeping with *Manual* 382-382.7 it shall:
- i. Review applications and make recommendations to the Board of General Superintendents and the General Board on the establishment of new institutions of higher education in the Church of the Nazarene.
 - ii. Make plans and conduct programs to promote the cause of higher education and encourage IBOE institutions to serve their constituencies with programs of continuing education for the ministry through formal and non-formal, traditional and non-traditional educational delivery systems.
 - iii. Establish standards for quality educational institutions of the Church of the Nazarene. Conduct periodic missional and comprehensive reviews of IBOE recognized institutions. It is expected that these standards will not be uniform but will depend upon the region, institutional requirements for admission, and educational traditions of the context. The prevailing standard would be quality and effectiveness in the achievement of the stated purpose.
 - iv. Identify the schools and colleges that may receive financial support from the World Evangelism Fund.
 - v. Insure that institutions are under the legal control of their respective governing boards whose constitutions and bylaws shall conform to their respective charters or articles of incorporation and which shall be in harmony with the guidelines set by the *Manual*.
 - vi. Insure that members of governing boards of Nazarene institutions shall be members of the Church of the Nazarene in good standing. They are to be in full accord with the Articles of Faith, including the doctrine of entire sanctification, and the usages of the Church of the Nazarene as set forth

· January 2013. The *Global Ministry Center Administrative Handbook* details the operating policies and procedures authorized by the General Board.

in the Church of the Nazarene *Manual*. Insofar as possible, the membership of the higher education boards of control shall have an equal number of ministers and laity.

- vii. Recommend to the trustees of the higher education institutions affected thereby, to the Board of General Superintendents, and to the General Board that two or more schools be merged or otherwise disposed of, whenever in its judgment the highest educational interest of the denomination will be conserved by so doing.
- viii. Receive such funds as may be contributed to it for educational purposes through gifts, bequests, donations, and shall annually recommend allocations to each educational institution any and all funds, gifts, donations, bequests, in accordance with policy adopted by the General Board.
- ix. Receive and deal appropriately with a yearly report from the education commissioner summarizing the following information from all IBOE institutions:
 - a. Annual statistical report
 - b. Annual audit report
 - c. Annual fiscal budgets for the upcoming year
- x. Make such recommendations to the administration of each educational institution affiliated with the IBOE, as in its judgment will serve to increase the effectiveness in carrying out its mission and to give encouragement to all institutions to provide for instruction in biblical studies and in the holiness ethic and lifestyle.
- xi. Recommend to the General Board policies and procedures when advisable for the multiple affiliation of institutions of higher education between or among the Global Mission Department, USA/Canada Mission/Evangelism Department, SDMI Department, and the IBOE.
- xii. Recommend to the General Board policies and procedures related to the election of the boards of trustees of all IBOE institutions.
- xiii. Report annually to the General Board for approval of general policies and recommendations.
- xiv. To plan and arrange for a Nazarene Higher Education Convention to be held in connection with each general assembly.

D. Education Commissioner Job Description

- i. **Accountability:** The education commissioner is accountable to the Board of General Superintendents through the General Superintendent in jurisdiction for the GMC, the International Board of Education, and the General Board.

- ii. Objective: To advance the cause of Christian holiness by strengthening the bonds between the educational institutions and the church-at-large, (and to provide information and services as appropriate). To serve Nazarene educational institutions worldwide and to encourage them to be all they can be in quality, achievement, and service to Christ.

iii. Duties:

- a. To be responsible for the functions assigned to the IBOE in *Manual* 382-382.7.
- b. To provide advocacy of Nazarene educational interests in such ways as the following:
- c. To serve as disseminator of information concerning the educational institutions and programs of the denomination and stimulating interest in and support for them across the church.
- d. To serve as coordinator of interests, programs, and policies among educational institutions and among those institutions and denominational agencies.
- e. To serve as consultant and advisor to educational institutions and their officers in such areas as personnel resources, curriculum development, finance, strategic planning, and denominational relationships, making a visit to each IBOE institution in the Church of the Nazarene at least once each quadrennium.
- f. To serve as a source of information, consultant and advisor to denominational agencies and personnel in matters pertaining to and affecting educational interests.
- g. To serve as liaison between denominational educational institutions and those public and private institutions and agencies that provide direction, funding, and research of importance to them.
- h. To serve as a catalyst for developing closer relationships between and among emerging institutions around the world and the educational institutions of North America.
- i. To serve as facilitator and providing office assistance for planning educational conferences and for Nazarene educational associations, such as Nazarene Student Leadership Conference (NSLC), Nazarene College Consortium, Phi Delta Lambda, the Nazarene Athletic Association, and departmental groups.
- j. To provide professional services such as educational research, workshops for trustees before a presidential search begins, procedures for program review, and outcomes measurement.
- k. To prepare an annual operating plan and budget for submittal to the GMC Planning & Budget Council.

- l. To prepare an annual department report for the General Board and a quadrennial report for the General Assembly.
- m. To employ personnel as necessary to accomplish the work of the office, in harmony with General Board personnel policies.
- n. To administer the General Superintendents' Scholarship Fund and any other educationally related funds assigned by the General Board.
- o. To serve as representative for the denomination to educational associations outside the Church of the Nazarene, when so assigned by the General Superintendent in jurisdiction for the GMC.

Guidelines
for
Educational Institutions
of the
Church of the Nazarene

I. NAZARENE EDUCATIONAL INSTITUTIONS AND THE CHURCH OF THE NAZARENE

Educational institutions of the Church of the Nazarene are brought into being under the direction of the General Assembly through the agency of the International Board of Education. Established institutions are governed under IBOE approved constitutions by boards of governance accountable to the education constituency which they serve.

The responsibilities and duties of the International Board of Education are set out in the *Manual*, paragraph 402; the specific functions of the IBOE are set out in Paragraph 402.1 to 402.7 and Chapter 10 of the *Global Ministry Center Administrative Handbook*.

A. The Constituency

The educational institutions are a vital part of the church's future.

1. The Ethos of Education Institutions in the Church of the Nazarene

Education institutions in the Church of the Nazarene function within a context influenced by the ethos of the sponsoring denomination. The institutions, jointly and separately, are part of that wider context. On behalf of the global Church of the Nazarene, the IBOE is mandated by the General Assembly to ensure that the institutions function as their constitutions require and that the members of their boards of governance are members of the Church of the Nazarene in good standing and that these boards are composed of equal lay and clergy membership, so far as is possible.

2. The Context

Each institution within the church also functions within a national or denomination defined regional context. Ultimate authority over, and responsibility for, the institution is vested by the Church of the Nazarene through the IBOE in the duly constituted governing body which represents the constituency in which the institution is located.

B. Service to the Constituency

Educational institutions in the Church of the Nazarene primarily exist to serve the denomination-defined constituency. All IBOE institutions are responsible to their respective constituencies to educate those whom God has called to the ministry in a manner consistent with the requirements for ordination in the Church of the Nazarene. Some institutions in the Church of the Nazarene may exist solely for this purpose; others primarily for this purpose; still others fulfill a wide range of additional services for the constituency. Each institution, under the direction of its particular board of governance, determines how best it may enhance its service to its constituency.

· See authorization documents from *Manual* and *Global Ministry Center Administrative Handbook* in Section 2, Authorization for the International Board of Education.

C. Support of the Constituency

Each educational institution in the Church of the Nazarene depends on the loyal, consistent, and generous support of the constituency, which it serves not only for finance but also as a source of students. The synergism between the institution and its constituency is essential to the health of the Church and the fulfillment of its mission.

II. THE INTERNATIONAL BOARD OF EDUCATION

A. Objectives

The International Board of Education (IBOE) was established by the 1989 General Assembly of the Church of the Nazarene. According to the *Manual 2013-2017*, "The International Board of Education shall be the general church advocate for educational institutions in the Church of the Nazarene" (Paragraph 402).

1. The Commissioner

The principal administrator of the IBOE is the Education Commissioner. The Commissioner's duties as provided in the *Global Ministry Center Administrative Handbook* are directed toward the advocacy of Nazarene educational interests. Of particular importance for this document are the following:

- a. Serving as coordinator of interests, programs, and policies among educational institutions and among those institutions and denominational agencies.
- b. Serving as consultant and advisor to educational institutions and their officers in such areas as personnel, resources, curriculum development, finance, strategic planning, and denominational relationships.
- c. Serving as a liaison between denominational educational institutions and those public and private institutions and agencies that provide direction, funding, and research of importance to them.
- d. Serving as a catalyst for developing closer relationships between and among emerging and established institutions around the world.

2. The Executive Committee

The IBOE elects its own Executive Committee, which is empowered to conduct the IBOE's business as necessary between its meetings. The Executive Committee shall report in full all actions taken in the name of the Board at the next meeting of the IBOE following such action(s).

B. Highlighted Functions of the International Board of Education

Two functions of the International Board of Education as expressed in the *Global Ministry Center Administrative Handbook* (21) are

- C. Policy and Procedure. The IBOE shall function as the general church advocate for educational institutions in the Church of the Nazarene worldwide, and
- C.iii. Establish standards for quality educational institutions of the Church of the Nazarene...that will depend upon the region, institutional requirements for admission, and educational traditions of the context. The prevailing standard would be quality and effectiveness in achievement of the stated purpose.

As an advocate for educational institutions the IBOE and the Education Commissioner serve as liaison between the institutions and the general church. The IBOE facilitates reciprocal communication between the General Board and the educational institutions, and may be an advocate for individual institutions or the institutions as a collective whole. The IBOE and the Commissioner are a resource to institutions and a catalyst for facilitating cooperation and change.

Recommendations by the IBOE and Education Commissioner are advisory and will be processed through the appropriate Global Mission structure for institutions administered by Global Mission and the appropriate governance body for non-Global Mission institutions.

C. Authorized Educational Institutions

1. Standards for Quality Educational Institutions

The International Board of Education is not an accrediting body but has been given responsibility by the General Board to delineate standards for quality educational institutions. These standards

- assist an institution in determining the current functional level of its educational program, and
- serve as incremental “benchmarks” that institutions can achieve in route to additional General Board authorization and third party accreditation.

The IBOE will review applications endorsed by the appropriate denominational authority (see: Section 3: *Guidelines* and Section 4: *Operations Guide for Educational Institutions of the Church of the Nazarene*) and make recommendations to the General Board for authorization to establish new educational institutions or to change the institution’s scope of operation. The IBOE will provide feedback to the applicants concerning areas of needed improvement.

2. Categories of Educational Institutions

Categories of educational institutions are authorized by General Board/General Assembly action. These categories are based on the principle level of programs offered by the institution and/or their status of accreditation.

- Graduate institutions accredited by external accrediting or validating agencies that offer **degrees**,
- Undergraduate institutions accredited by external accrediting or validating agencies that offer **degrees**,
- Institutions accredited by external accrediting or validating agencies that offer **diplomas** or **certificates**, and
- Institutions that are not accredited by external accrediting or validating agencies that offer **diplomas** or **certificates**.

D. Authority and Limitations

1. Recognition and the IBOE

Recognition (3-17) by the IBOE does not constitute accreditation (3-19) of that institution, nor does it validate (8-2) the degrees or other awards of that institution or any of its programs. Such validation or accreditation is beyond the legal competence of the IBOE or any church agency. The IBOE recognizes that accreditation or approval of institutions and accrediting or validation of programs or courses of study for degrees and many other awards in post-secondary education is almost universally done by governmental or other external agencies. These agencies' independent peer relationships help to ensure the integrity of education in a given society and to ensure that such education retains the public confidence that pertains to awarding of degrees and other awards.

2. Accreditation and Association to Achieve Educational Quality

The International Board of Education advocates that every Nazarene educational institution achieve and maintain the highest quality program for each of its functional levels.

The ultimate goal of the IBOE is to encourage each authorized educational institution in the process of obtaining academic accreditation from appropriate external agencies in a manner that conforms to accepted practices of the country where the institution is located. This is the preferred method of providing assurance of educational quality appropriate to each institution. To facilitate this process, institutional administrators are encouraged to join their regional accreditation associations where applicable as associate members, in anticipation of eventual full accreditation.

A Nazarene educational institution exists to fulfill its defined mission in a specific context and meets a variety of critical needs within the educational system of the denomination. Assessment of educational quality begins with an institution's mission statement (3-24). The *context* of the institution includes factors such as student entrance requirements, local peer review, faculty academic qualifications, instructional resources, the sponsoring body's assessment, and matriculating student performance. The quality and effectiveness with which the institution achieves its stated purpose is the measure of *educational quality* (8-4).

Institutional self-study in conjunction with external reviews is a recognized means of improving educational quality. The methods of assuring educational quality of institutions recognized by the IBOE, in order of preference are:

- a. Accreditation (3-19) by external educational or governmental accrediting agencies within the resident country or region

· After preliminary self-study, institutions may receive temporary permission to offer unaccredited programs as they move toward accreditation through an appropriate agency. In no instance, however, is this to be construed as accreditation or validation.

- b. Affiliation (8-2) with another accredited Nazarene or non-Nazarene educational institution
- c. Evaluative self-study (5-6) with peer review by educators in sister institutions under the guidance of the IBOE

Accredited institutions have defined methods of maintaining and improving their educational processes. Non-accredited institutes fulfill a vital role in the educational system in many contexts and some may remain non-degree-granting institutions. Institutes wishing to seek external accreditation may utilize a variety of methods to facilitate improvements in their quality and effectiveness in achieving their stated purpose. As educational needs are identified, the regional education coordinator and the education commissioner will work with the International Board of Education to form teams of educators who will serve as consultants to develop and guide the strategic plan.

E. Benchmarks for Quality Within Context

The following benchmarks will assist institutions to assess their quality and include attention to human, financial and physical **inputs** and **student learning outcomes**. (See Section 5 for a detailed description of these benchmarks.)

1. The organization has a clear and focused mission appropriate to an institution of the Church of the Nazarene and the organization is structured to fulfill that mission.
2. The organization has systematic means for evaluating and improving the organization, consistent with its mission and vision.
3. The organization assures and advances student learning through on-going programs to assess student learning, to recognize and promote teaching effectiveness, and to evaluate the currency and relevance of its curricular offerings.
4. The organization strategically plans for holistic faculty and staff development. Guided by its mission, the institution motivates its constituents, particularly its faculty and students, to engage in a life of learning by providing an environment that supports spiritual, academic, social and physical development of the individual and community.

F. Warning Signs of an Institution-At-Risk

When the Education Commissioner finds that three or more of the following warning signs are present in an IBOE recognized educational institution, the education commissioner, the president of the institution, the chair of the board of control, the regional education coordinator, the regional director and/or his or her designate shall be asked to meet with a committee of the International Board of Education and the responsible general superintendent of the institution or the responsible general superintendent of IBOE, to examine all the facts related to viability and to explore all of the feasible solutions, including dissolution and merger with another institution. Warning signs include:

1. Shifts in mission or purpose.

2. Patterns of serious enrollment decline.
3. Student-faculty ratios that are inappropriate for the programs offered.
4. Failure to review critically the programs offered and the patterns of faculty selection.
5. Placed on probation by its external accrediting, validating, or affiliating agency.
6. Salaries that are not commensurate with the context.
7. Failure to follow external standards of financial analysis, including the lack of an annual certified audit of all funds.
8. Cumulative operating deficit over a three-year period.
9. Debt service that negatively impacts the operation of the institution.
10. Excessive deferred maintenance.
11. Misuse of endowments or trusts.
12. Failure to submit IBOE annual reports and audits for 2 consecutive years.

No governing body of any IBOE recognized institution shall consider closure or suspension of the institution without prior consultation with the Education Commissioner.

G. Reporting

All institutions should be prepared to review their evaluative self-study plans with the Education Commissioner or his or her designee during their quality or missional review visit. Each institution should develop evaluative plans to:

- Review institutional mission documents and delineate institutional context.
- Analyze academic programs in all areas (accreditation standing report; Bible certificates/Course of Study diplomas, Bachelor's through Ph.D. degrees; non-traditional programs and extension program).
- Provide financial audit report and risk analysis.
- Evaluate facility and personnel.
- Collect professional "outcomes assessment" of graduates.
- Analyze effectiveness in achieving stated institutional purpose.
- Develop plans for strategic development.

All established institutions must submit to the commissioner a yearly report detailing

1. Annual statistical report
2. Annual audit report, and
3. Annual fiscal budgets for the upcoming year.¹

As stated in the *Manual*, institutions shall not continue to receive regular support unless their educational standards, plan of organization and financial reports are filed with the IBOE.²

¹ *Manual* paragraph 402.4

² *Manual* paragraph 402.3

III. ESTABLISHING A NEW NAZARENE INSTITUTION

The establishment of an educational institution in the Church of the Nazarene requires approval (*Manual* ¶400.2) of the General Assembly of the Church of the Nazarene upon the recommendation of the IBOE and the General Board. Once approved by the General Assembly, and on the basis of the constitution established in accord with IBOE procedures, institutions may develop in ways appropriate to their mission and purpose and consistent with their constitution and bylaws. The procedure for securing the approval of the General Assembly follows a clearly defined series of steps.

A. Proposal to Establish an Institution

The formal proposal for the development of an institution is a complex document that requires planning for the institution and acceptance of responsibility for the institution by the sponsors in several areas. No approval for a new institution occurs until a formal proposal is approved by the International Board of Education.

The proposal shall consist of a letter requesting authorization and documents outlining the rationale for a new institution. In addition, a constitution and bylaws are to accompany the proposal. It is necessary for an institution to have a constitution or bylaws to establish the policy-making and administrative structure of the institution.

The constitution and bylaws will be submitted to a study committee on constitutions of the International Board of Education for review and evaluation before recommendation or approval.

A proposal endorsed by the appropriate denominational authority shall be submitted to the IBOE. It shall set out:

1. The Context of the Proposed Institution

- a. Each proposal shall include supporting data which explains the place of the new institution in the mission and purpose of the denomination.
- b. Each proposal shall include information concerning the community and educational context in which it will serve, showing clearly why the institution is needed in the form proposed and what contribution the institution will make to meeting the needs of the church and the community. This shall include a realistic projection of student numbers for the next decade. The source of students and recruiting plans and procedures need to be outlined and the necessity of the institution evidenced by student prospects.
- c. Each proposal shall also include details of the steps which will be required for the institution to secure appropriate local, regional, or national recognition and accreditation of the institution and its courses.

2. Fiscal and Facility Projections

- a. The proposal shall include a financial feasibility study projected for the next decade. This projection must show how the institution will be started and sustained over the next decade, including the ability and willingness of the sponsors to provide adequate resources for successful operation. It must take into consideration all forms of subsidy, including any staff seconded by the Global Mission Department in the form of missionaries of any classification.
- b. The proposal shall include an outline of the physical facilities which will be required to begin the institution and the projection of the additional facilities needed over the next decade. The number of students and the type of the institution—residential or off-campus students—needs to be stated. A correlation of student numbers with facilities must be provided. This should be done in detail for the first three years and in summary for the first ten years of operation. Provision for the maintenance of the institution must be adequate. Careful attention should be given to the library and information technology needs.

3. Human Resource Needs

The proposal shall include an outline of the academic, administrative, and ancillary staff which will be required to mount viable courses in the initial stages of the institution and for the fulfillment of the plans for the next decade. The number and qualification and sourcing of the personnel must be given in detail for the first three years and in outline form for the next seven years.

4. The Proposed Courses of Study

The proposal shall include an outline of the proposed initial and subsequent courses of study that are intended to be offered by the institution. The proposal for the validation or accreditation of these programs must be included. Their relevance to the need of the Church of the Nazarene and the constituency of the institution must be shown.

B. IBOE Review and Approval of the Proposal and Recommendation for Establishment

The International Board of Education, in consultation with the founders and the appropriate denominational agency, shall evaluate the proposal and make a recommendation through the Board of General Superintendents to the General Assembly regarding the advisability of establishing such an institution in harmony with *Manual* paragraph 400.2. Upon approval of the governing documents by the General Board, the institution shall be designated as an Emerging Institution by the Education Commissioner.

C. Planning Committee

Upon receiving advice that the General Assembly has approved the establishment of the institution, the IBOE shall form a Planning Committee. The Planning Committee shall include the Education

Commissioner, such other persons as the IBOE designates, representatives of the appropriate denominational agency where relevant, and representatives of the founders. The Committee shall report to the Executive Committee of the IBOE.

D. Development of a Constitution

The constitution shall include provision for voting representation from the IBOE Planning Committee on the governing body from the date of the institution's recognition as an emerging institution through which the IBOE shall provide guidance to the institution as it deems appropriate until such time as the institution is ready to receive recognition as an established institution.

1. Constitution Elements

The elements which must be included in a constitution are outlined below. There may be additional sections and their order may be different, but these elements are essential.

This outline is offered as a guide for those writing a constitution. Variations may occur for many reasons, one of them being the legal requirements of various countries. *Global Mission Policy*, the *Manual* and the *Global Ministry Center Administrative Handbook* should be consulted. Sections may contain sub-sections, and the nomenclature used may differ from the outline to comply with local legal requirements.

Section I—Name: The constitution shall provide a preliminary legal name for the institution to be established and provide the address and/or location of proposed site(s) of operation. The legal name of the institution is established by action of the International Board of Education, in some cases by the General Assembly. In compliance with any legal requirement(s) or obligation(s) required by civil government.

Section II—Mission Statement: The educational mission and levels of training of the institution, in conformity with the doctrine and polity of the Church of the Nazarene as expressed in the *Manual*, should be carefully and fully expressed. It is necessary to state the institution's relationship to the Church of the Nazarene, and its appropriate doctrinal statement, spelled out in summary form, but specifically linking the mission of the institution with the mission of the church.

Section III—Purpose, Nature, and Function of Institution: The purpose, nature, and function of the institution are articulated at this point. The educational philosophy, goals, and objectives should give an adequate overview of the educational expectations of the institution.

Section IV—Government of the Institution: It is extremely important that the administrative structure and government of the institutions be stated in a manner that conforms to the legal

requirements of the country where the institution is located. If you are at all in doubt, seek appropriate legal advice. There needs to be careful designation of responsibilities in order to avoid confusion or conflict in carrying out these responsibilities.

The structure of the governing policy-making body of the institution--their selection, election, duties, and tenure--needs to be laid out systematically in this section. It is essential that members of the governing body be members in good standing of the Church of the Nazarene. There should be equal representation of laymen and ministers whenever possible. The body should be representative of the constituency served and may have representation from the officials of the denomination.

The function and duties of the governing body are to be outlined. It should be stated that the board is to govern, not administer. Its role is policy formation and review. The essential elements of governance including the process for selecting members of the governing board (i.e., trustees, regents, etc.) are to appear in this section. Elaboration of the process for selecting and electing members, the specific duties and responsibilities of the governing board appear, as appropriate, in the bylaws.

The governing board shall be required to meet at least annually and provision is to be made for specially called meetings. The governing board shall have officers including a chairperson, vice chairperson, secretary, and treasurer. Officers are to be elected from among serving board members and continue in office until a successor has been duly elected. The constitution shall state the process for electing officers and the term of election. The chairperson, or vice chairperson if the chairperson is unable to be in attendance, shall preside at meetings of the governing board. It is recommended that provision be made for an executive committee of the governing board to conduct business between meetings of the board. The constitution may make provision for creation of additional board committees to facilitate policy review and formation. Minutes of all board meetings including the annual report of the head of the institution and audited financial statement shall be submitted to the Education Commissioner.

The governance must also conform to the requirements of the sponsoring body.

Section V—Head of the Institution: A significant part of the constitution must stipulate the title, election procedure, tenure, and duties of the head of the institution as informed by the *IBOE Handbook* and the Global Mission Policy.

Section VI—Teaching Staff: The constitution should provide for the election of faculty members by the governing board. The details of such election should be provided in the bylaws.

Section VII—Administrative Structure: The head of the institution is responsible for organizing the institution for its proper and efficient operation. The administrative structure of the institution, including authority, responsibility, and lines of accountability must be clearly defined for academic, administrative, development, fiscal and student affairs, and be articulated in the bylaws.

Section VIII—Amendments: No constitution is complete without provision for amendment. The constitution should only be amended by action of two-thirds of all members of the board and with the approval of the sponsoring body. Bylaws can be amended by the governing body of the institution, usually by a two-thirds vote.

Section IX—Dissolution: Provision must be made, in the event of dissolution, catastrophe or collapse of the institution, for the property and assets of the institution to be directed by the General Board of the Church of the Nazarene for educational purposes in harmony with the *Manual* paragraph 403. In cases where the law requires that assets must remain within the country where the institution is located, such assets will revert to the National Board, Regional Advisory Council, or other legally-appropriate entity or Regional Strategy for Education in consultation with of the National Board of the Church of the Nazarene and regional director for reapplication of assets for educational purposes.

2. Bylaws

The Bylaws are an addendum to the constitution which express the details of the purpose, nature and function of the institution, the educational philosophy, the goals and objectives, and an overview of the educational expectations of the institution. What constitutes a quorum, ex-officio membership, representation details and voting procedures are included here. The detailed procedure for the election of the head of the institution and approval of senior and teaching staff is outlined here.

Terminology: We have used the terminology of *constitution* and *bylaws*, but these may be different in various countries. *Charter*, *ordinances*, and *statutes* are on variation used in many British Commonwealth countries. Examples of constitutions may be secured from the office of the Education Commissioner.

Facilities and the Institution: Details must be given for the location and facilities available and those that will need to be secured for the establishment or conversion of the institution.

Staffing of the Institution: Details must be given of the teaching and all of the administrative maintenance and support staff needed for the institution.

Student Body: The number and source of students for the institution must be shown. Recruiting plans and procedures need to

be outlined and the necessity for the institution evidenced by student prospects.

E. Recognition as an Established Educational Institution of the Church of the Nazarene

An institution will be considered ready for recognition as an Established Institution when it has met or exceeded the guidance of the Operations Guide (Tab 4), including especially the establishment of external validation, accreditation, or affiliation.

When the institution is fully formed and the constitution and structure are in place, the IBOE Planning Committee will submit a report to that effect for the formal approval of the institution as an Established Institution of the Church of the Nazarene by the IBOE and the General Board.

The institution is declared an Established Institution by the Education Commissioner.

The IBOE planning committee is disbanded and the institution falls under the normal support and advocacy structure provided by Global Mission, IBOE, and the Education Commissioner.

IV. PRINCIPLES OF INSTITUTIONAL FOUNDATION

Institutions must have the requisite institutional foundations to support the appropriate levels of education. Details to support the principles stated herein are contained in the Operations Guide. (See Section 4)

A. Physical Facilities

Residential institutions must have an adequate physical plant, infrastructure, and facilities to meet their educational objectives.³

Institutions whose mode of instruction delivery is extension, decentralized, distance, or online learning may exist without providing physical facilities such as campuses provided by residential institutions. These institutions must identify a physical site where the institution will be administered and records and reports maintained.

B. Administrative Structures

The institution must be governed by a duly constituted governing body whose members are accountable to the constituency by whom they were selected and to whom they report. Administrative structures must serve and be seen to serve the educational purpose of the institution. Academic decisions must be taken by academic staff within the context of the structure and constitution of the institution. Financial decisions must be taken based on long-term financial planning, financial viability, and within the context of the structure and constitution of the institution.

C. Forward Planning

Fiscal responsibility of the institution must be established to give reasonable assurance of the financial and other resources necessary to sustain at an appropriate standard the programs offered for the medium and long term.

D. Academic Staff

Institutions must employ and sustain a competent academic staff appropriate to the level of instruction.

Creation of a plan for sustainable faculty is encouraged.

E. Information Resources

Institutions must possess catalogued information resources sufficient to support the appropriate level of instruction.

F. Admission Standards

Institutions must develop consistent and appropriate admission standards to courses of study, which take into account national standards in the country in which the institution is located. The applicant's ability to complete the course of study based on the applicant's antecedent preparation, including written and oral skills, and the facility of the applicant in the language of instruction must be taken into account.

G. Student Assessment and Course Integrity

Institutions must develop policies that ensure impartiality and fairness in assessment. Written policies which ensure that assessment fairly reflects the achievement of the individual student in fulfilling course objectives and are consistent with standards in other courses in other institutions with recognized academic standing in the country where the institution is located must be in operation.

Institutions delivering education through open modes must develop means of assessment which ensure course integrity and which ensure that the courses are of a standard equal to similar courses delivered at the institution itself.

H. Open Education Programs

Institutions are encouraged to make use of any forms of open education, which will increase the effectiveness of the institution in the fulfillment of its mission and objectives. The standards of such courses of study must at all times match the standards of the same courses of study offered at the institution itself being benchmarks against externally accredited courses offered at the same level. Development of forms of assessment in such instruction programs must be done with extreme care. The credibility of the program hinges upon the thoroughness and fairness of such assessment with learning outcomes appropriate for the level of achievement within a recognized qualifications framework.

V. IBOE RECOGNITION

The IBOE recognizes two types of institutions.

A. Emerging Institutions

An emerging institution in the Church of the Nazarene is an educational institution which has received approval from the IBOE and authorization from a General Assembly (*Manual*, paragraph 400.2) but has not yet been recognized by the IBOE as an established institution.

Upon approval of the governing documents by the General Board, the institution shall be designated an Emerging Institution. During this period (as provided in IV.D. above), the governing body of the institution shall work closely with the IBOE to ensure the success of the institution. The IBOE shall work with the governing body of the institution to develop a realistic schedule for achieving recognition as an established institution. An institution will be considered ready for recognition as an established institution when it has met or exceeded the guidance of this *International Board of Education Handbook*, including especially the establishment of external validation, accreditation, or affiliation. The institution may then be recommended by the Planning Committee to the IBOE for recognition as an established institution. At that point, the IBOE assumes the advocacy role for the institution together with all other established institutions.

B. Established Institutions

An established institution in the Church of the Nazarene is an institution authorized by a General Assembly and approved by the IBOE which is under the governance of its duly constituted authorities.

For an authorized educational institution to be a recognized educational institution of the Church of the Nazarene the institution must annually comply with, and submit evidence of, the following conditions stated in the *Manual, Church of the Nazarene*, and this *International Board of Education Handbook*.

1. Accept the "Philosophy of Nazarene Education." (1-4)
2. Be established upon the recommendation of the International Board of Education to the General Assembly. (*Manual* ¶ 400.2)
3. Receive authorization from the General Board, upon the recommendation of the International Board of Education, for the development or change of: status, offering degree level, diploma and certificate. (*Manual* ¶ 400.2)
4. Be committed to the biblical and theological teachings of the Wesleyan and holiness movements. (*Manual* ¶ 400.1)
5. Provide a curriculum, quality of instruction, and evidence of scholastic achievement. (*Manual* ¶ 400.1)
6. Prepare graduates to function effectively in vocations and professions such as the graduates may choose. (*Manual* ¶ 400.1)
7. Under the legal control of their respective governing boards. (*Manual* ¶ 402.1)

8. Have constitutions and bylaws that conform to their respective charters or articles of incorporation and be in harmony with the guidelines set by the *Manual* of the Church of the Nazarene. (402.1)
9. Insure that members of governing boards be members of the Church of Nazarene in good standing, who are in accord with the Articles of Faith of the *Manual*. (402.2)
10. Insofar as possible have the membership of the higher education boards of control be an equal number of ministers and laity. (*Manual* ¶ 402.2)
11. File reports of educational standards, plan of organization and financial statements. (*Manual* ¶ 402.3)
12. Submit annual statistical report, annual audit report, annual fiscal budget report, and copies of all documents submitted to external agencies in support of accreditation, validation, or affiliation of the institution and/or its courses of study to IBOE through the Education Commissioner. (*Manual* ¶ 402.4)
13. Participate in quality and missional review processes including any scheduled IBOE Quadrennial Quality and missional review.
14. Include an article on dissolution and disposal of assets within the constitution indicating that the Church of the Nazarene shall receive assets to be used for educational purposes. (*Manual* ¶ 403)
15. Seek and/or have appropriate objective accreditation, government charter, or other external review.

Global Mission institutions should see Section 7-5, 2.2.3.6 for a description of the procedure for submitting annual reports.

VI. EXTERNAL RECOGNITION

A. Accreditation and Validation

The IBOE is concerned that all institutions of higher education in the Church of the Nazarene should attain their maximum level of academic standing consistent with their mission and purpose. Hence, the IBOE expects that, where appropriate national or regional agencies exist, each institution will pursue accreditation, validation, or affiliation with the appropriate agency or institution provided always that the educational and denominational aims of the institution are not compromised in any way.

B. Lack of External Accreditation

It is recognized that, for a variety of reasons, validation or accreditation may not be possible. In such instances, the IBOE encourages these institutions which do not have external recognition to seek an affiliate relationship, a franchise agreement, or an articulation agreement with an established institution of the Church of the Nazarene.

VII. INSTITUTIONAL FUNDING PRINCIPLES

The General Board, upon recommendation of the IBOE, establishes the boundaries of the education region of each Nazarene institution on the USA/Canada Region. Each residential institution is expected to recruit students from its region and to solicit the support of the churches and Nazarenes on the region for the operational, scholarship, endowment, and development needs of the institution. The boundaries for each educational institution in other global regions are determined when an institution is established and identify the countries/areas/districts they will serve.

When an institution, for any reason, acts beyond the boundaries of its education region, the following principles are agreed upon by the International Board of Education. This includes Nazarene institutions that wish to make online courses available to other regions.

A. Regional Funding

Any institution wishing to raise funds or recruit students on other education regions should secure the approval of any regional education authority and/or of the Regional Advisory Council.

B. General Church Funding

The General Budget resource is allocated for education in consultation with the IBOE. It is normally used only for ministerial preparation. The raising of any special funds outside of established policy for any Nazarene institution, on a region other than their own, requires approval of the General Board, which acts upon recommendation of the IBOE.

Institutions shall not continue to receive regular support unless their educational standards, plan of organization, and financial reports are filed with the IBOE. (*Manual* ¶ 402.3)

C. International Donations and Grants

Securing international funding for the education enterprise from non-Nazarene sources is encouraged. Such donations or grants must not limit or restrict the goals, purposes, function or mission of the institution. IBOE will assist in the securing and transmission of such funds from donors and agencies through the IBOE Education Development Fund.

D. Annual Audit

All funds received or disbursed by an educational institution of the Church of the Nazarene shall be audited annually by a qualified professional external auditor. A copy of each audit shall be provided to the International Board of Education office.

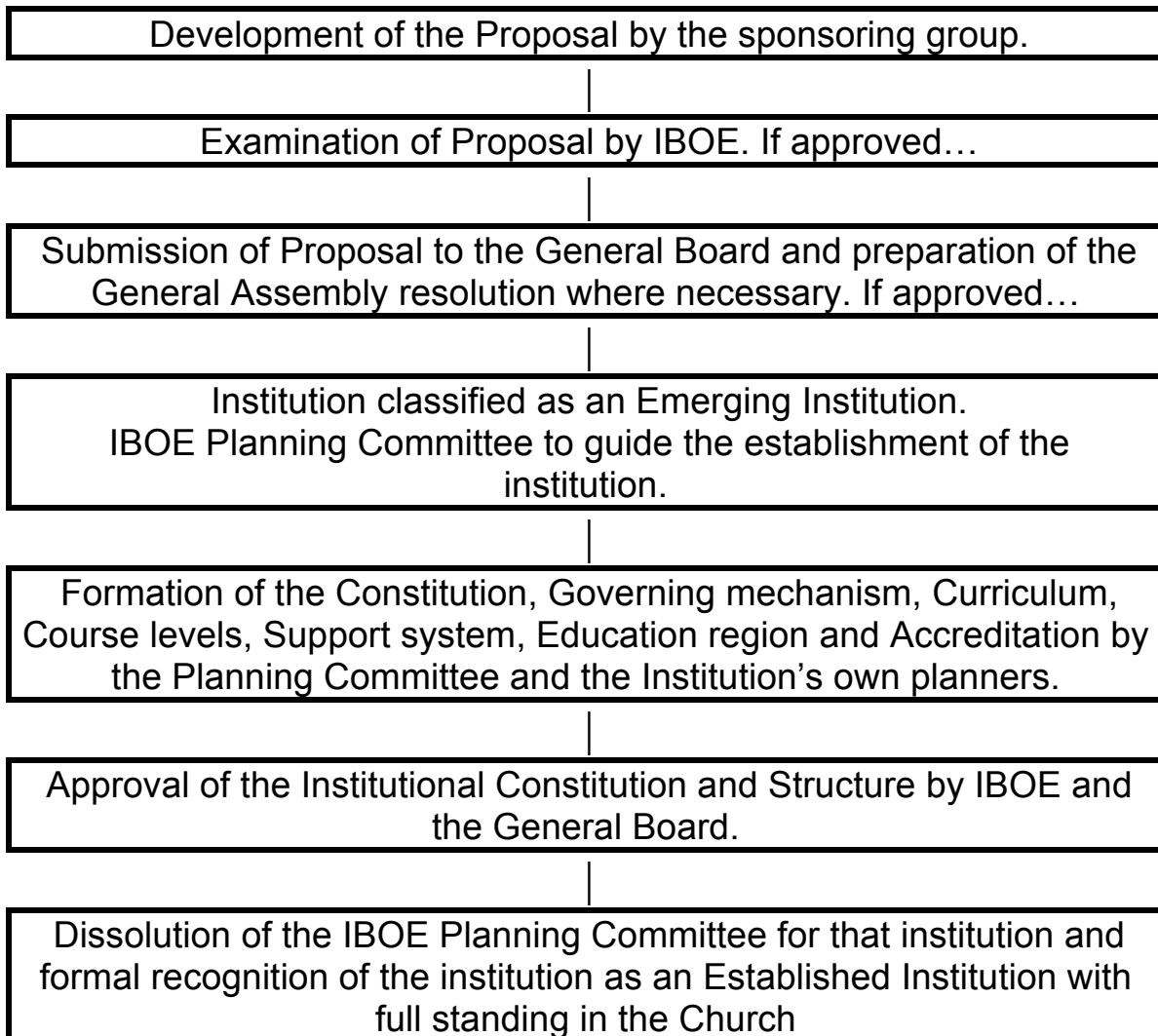
E. Dissolution of an Institution

Constitutional provision must be made for the disbanding of an institution and the dispersal of capital and liquid assets in a manner which is in harmony with the *Manual* (§ 403) and the legal requirements of the country in which the institution is a legal entity.

VIII. STEPS FOR ESTABLISHING A NAZARENE INSTITUTION

International Board of Education

STEPS FOR ESTABLISHING A NAZARENE INSTITUTION



IX. REQUEST FOR CHANGE OF INSTITUTIONAL STATUS

Institutions operating with the approval of the International Board of Education may seek to change their educational classification status by submitting a formal proposal requesting the change and providing supporting information. Institutions supported by the Global Mission Department shall submit the formal request through the appropriate regional director to the regional education coordinator for forwarding to the Education Commissioner.

A. When to Request a Change of Institution Status

A proposal requesting the change of institution status would be initiated in the following situations⁴:

1. When a district, field, region, or institution wishes to upgrade an existing institution to change the scope of operation (3-5):
 - a. from a degree-granting to graduate degree-granting institution
 - b. from a Bible college to a degree-granting institution
 - c. from a Bible college to a liberal arts type institution or university
 - d. from an extension center to a college
2. There is a change in the principal level of programs offered by the institution (Tab 3-5)
 - a. diploma programs are added in addition to certificate programs
 - b. degree programs are added in addition to diploma and certificate programs
 - c. graduate programs are added in addition to degree, diploma, and certificate programs
3. There is a change in the level of accreditation of the institution
 - a. the institution becomes accredited by an external accrediting or validating agency for the level of programs offered
 - b. the institution loses its accreditation by an external accrediting or validating agency
4. two or more institutions merge
5. the name of the institution changes as well as the scope and function of the programs offered

B. Phase I – Preliminary Proposal and Approval

1. Preliminary Proposal

The first step in the conversion of an existing institution is for the sponsoring officials and board of the district, field, region, or institution to write a brief proposal outlining what they wish to do and why. This proposal should express the need for the change and the general procedure for how the change would take place and clearly outline who will sponsor the new development. In addition, the constitution and bylaws are to accompany the proposal to establish the policy making and administrative structure of the institution, and for the review of IBOE. The constitution and bylaws (Tab 3-11-15) will be submitted to a study committee on

⁴ Notify IBOE when the name of the institution changes but not the function or scope, and when a change is made to the constitution. A proposal to request a status change is not needed in these situations.

constitutions of the International Board of Education for review and evaluation before recommendation for approval.

The proposal must be submitted to the Education Commissioner, and requires, in the case of any institution under the Global Mission Department, the approval of the regional director and regional education coordinator, the endorsement of the Regional Advisory Council, and the approval of the Global Mission Director.

2. Preliminary Approval

The Education Commissioner will investigate and evaluate the preliminary proposal. The commissioner may appoint a committee to further investigate the proposal and will bring the proposal and findings before the International Board of Education.

The International Board of Education will evaluate the preliminary proposal and will approve or disapprove authorization to proceed with the development of a formal proposal for the conversion of the institution in question.

If the IBOE approves the development of a formal proposal, the Commissioner will appoint an advisor to guide the sponsoring body for the development of the formal proposal.

C. Phase II—Development of the Formal Proposal and Approval

The formal proposal for the conversion of an institution is a complex document that requires planning for the institution and acceptance of responsibility for the institution by the sponsors in several areas. No approval for the status change of an institution including the upgrade of an existing institution occurs until a formal proposal is approved by the International Board of Education.

1. Development of the Formal Proposal

The formal proposal to change the status of an institution shall consist of a letter requesting authorization and documents outlining the rationale for the change. In addition, a constitution and bylaws are to accompany the proposal. It is necessary for an institution to ensure that the constitution and bylaws establish the policy-making and administrative structure of the institution.

The formal proposal must include the following:

- a. *Request Statement*: The proposal shall state the nature of the status change to be sought and provide the institution's rationale for seeking the status change.
- b. *Mission Statement*: The institution shall articulate the relationship between its mission statement (3-17, 4-2) and the requested change in status. The proposal should emphasize the effect of the proposed change on the fulfillment of the denomination's mission. If a new mission statement is being proposed concurrently with a status change request, the proposed mission statement shall 1) conform to the doctrine and

polity of the Church of the Nazarene as expressed in the *Manual*, 2) explicitly state the institution's relationship to the Church of the Nazarene, and 3) link the mission of the institution to the mission of the church.

- c. *Program and Curriculum Changes:* The proposal must provide details of any program or curriculum changes associated with the proposed status change. Program or curricular details must include the name of any new degrees, diplomas or certificates, a listing of course titles and descriptions being changed or added, and a statement of curricular objectives. Institutions are encouraged to supply very specific information regarding curricular or program changes or additions. The effect of the requested change on the institution's current or anticipated validation or accreditation shall be included in the proposal.
- d. *Instructional Resources:* The proposal must provide a detailed description of the instructional resources (faculty, library services, information technology, etc.) available to the institution and relate the quality and quantity of these resources to the proposed change in status. The proposal must provide an analysis of the institution's ability to adequately resource a change in status and any new or modified programs or curriculums. This analysis shall provide specific information regarding current and anticipated instructionally related resources, including methods for assessing the effectiveness of any new or modified programs or curriculums.
- e. *Students:* The proposal will provide information on the anticipated effect of the status change on enrollment. Such information should include plans for student recruitment, retention, and graduation rates.
- f. *Financial and Physical Resources:* The proposal shall provide a careful financial analysis of the proposed status change. This financial analysis must include the effect of the status change on annual operations, cash flow, and balance sheet. New revenues and expenses associated with the requested change are to be projected for an initial period of five years (the institution may elect to submit a 10-year forecast). The effect on the utilization of current physical resources (buildings, parking, equipment, land, or capital improvements) is to be stated. Capital investments associated with the requested status change are to be clearly identified and the source(s) of funds articulated.

2. Approval of the Formal Proposal

The level of approval of the formal proposal is dependent on the change of the institution status requested.

- a. Proposals for the following status changes require the approval of IBOE, the Board of General Superintendents, the General Board, and require a resolution to the General Assembly from the IBOE

recommending the change and the positive action of the General Assembly.

- 1) upgrading of an existing institution to a graduate degree-granting institution
 - 2) upgrading from an extension center to a college
 - 3) merging two or more institution to form a liberal arts type institution or university
- b. Proposals for the following status changes require the approval of IBOE and the General Board:
- 1) the addition of graduate level programs to an existing degree granting institution
 - 2) the addition of diploma level programs to an existing certificate granting institution
- c. Proposals for the following status changes require notification be given to the IBOE:
- 1) changes in the constitution

If all necessary approvals are given, the Education Commissioner will declare the institution an emerging institution and will appoint an IBOE planning committee to assist that institution with its transition.

G. Phase III—Approval by IBOE and the General Board

Formal proposals for a change of status may be approved, rejected, or granted provisional approval for an initial period of not less than three and not more than six years.

1. Formal Approval of the Changed Institution Status:

When the institution upgrade is completed and the constitution and structure are in place, the IBOE planning committee will submit a report to that effect for the formal approval by the IBOE and the General Board.

Upon formal approval of the institution, the IBOE planning committee is disbanded and the Education Commissioner will declare the institution an Established Institution of the Church of the Nazarene.

The institution then falls under the normal support and advocacy structure provided by the IBOE and the Education Commissioner.

2. Provisional Approval of the Changed Institution Status:

The granting of provisional approval will be accomplished with notation of specific issues the institution must address and report back to the IBOE before the provisional nature of the approval can be removed. The IBOE may extend an initial provisional approval, but the maximum period an institution may have provisional approval is ten years.

Operations Guide
for
Educational Institutions
of the
Church of the Nazarene

This guide is intended to provide the basic principles for the character of a Nazarene institution. It does not provide the details of all of the operations of the institution, such as the job descriptions and course descriptions.

I. GENERAL PRINCIPLES

A. Mission Statement

Every institution should have a mission statement which contextualizes the mission statement of the denomination as stated in the *Manual*, 5. This serves to provide philosophical foundation for all aspects of the institution.

B. Objectives

Each institution should have clearly defined objectives for the institution as a whole, for each educational program and for each course of study.

C. Quality Assurance

Each institution must have in place procedures to ensure that the quality of the education delivered in the institution is of an acceptable standard. Standards of quality assurance can be measured against the following:

- Adherence to the mission and philosophy
- Validation or accreditation standing
- Consistency of operation
- Continuity of administration
- Academic and senior staff tenure
- Performance of graduates
- Professional standing of academic staff
- Institutional commitment to professional development
- Adequate and stable enrollment
- Adequate and stable financial management
- Protection of financial commitment to library and information resources
- Demonstrable cultural relevance
- Forward planning of programs and development
- Support by the constituency
- Accountability to objectives

D. The IBOE and Quality Assurance

Emerging institutions shall be under the supervision of the IBOE for matters of quality assurance.

All IBOE recognized institutions must participate in an IBOE periodic quality and missional review (5-2). The critical element of the review is to demonstrate faithfulness to church and institutional mission, as well as a commitment to academic excellence. (See 5-1: *Guidelines for Quality and Missional Review and Self-Study*)

The IBOE shall be available to assist any established institution under the following conditions :

1. On default of three or more of the criteria noted in I. C., Quality Assurance, above.
2. When validation of a course or the accreditation of an institution is under any threat.
3. When validation of a new course of study or program is being sought.
4. When any change in accreditation arrangements is being sought.
5. At the request of the board of governance of the institution.

E. Accountability

The administration shall report on a regular basis to the constituency and to its sponsors regarding all relevant aspects of the institution.

F. Specific Guidance

Institutions are expected to develop their own systems according to the principles laid down in this document.

· See 3-7 or 5-7: "Warning Signs of an Institution-at-Risk"

II. ADMINISTRATION

A. The Purpose of Administration

The administrative structure must be designed to aid the institution in achieving its mission and objectives. Effective administration fosters teamwork and enhances motivation throughout the staff. Lines of authority, areas of responsibility, job descriptions, and such matters should be clearly set forth in the official documents of the institution in accordance with basic principles of sound management. The bylaws of the institution should clearly define the duties of officers, membership and terms of reference of standing committees, and other structural administrative details.

B. Relationship with Sponsoring Organizations

When an institution has been started by a sponsoring organization, the emerging institution is responsible to follow the model for structures provided by that organization. The IBOE Planning Committee is responsible to assist the board of governance of the emerging institution in the development of the institution's own constitution and administrative structures as it moves toward recognition as an established institution.

C. Governing Boards

The board of an institution is responsible for ensuring that the policies developed and established in the institution are in harmony with the mission and purpose of the institution as set forth in the constitution. Membership of a board of governance must be in harmony with the legal framework of the country in which the institution is legally situated. Institutions which are recognized as Emerging Institutions and Established Institutions of the IBOE should have membership in harmony with the *Manual* of the Church of the Nazarene.

The board does not administer the institution. Implementation of policy is placed in the hands of the head of the institution and his/her administration. The following serve as a summary of the primary functions and responsibilities of a board of governance.

- The establishment and revision of the constitution and bylaws.
- The election of the head of the institution.
- The appointment of full-time academic and senior administrative staff on the nomination of the head of the institution.
- Bearing legal responsibility for the institution's affairs.
- Responsibility for procurement of funding for the institution.
- Authorization of capital expenditures and of the disposal of assets.
- Approval of borrowing and other plans to finance institution operations.
- Establishment of policies in financial, administrative, academic, and student affairs.
- Approval of objectives and programs.
- The interpretation and promotion of the purposes and program of

the institution to its public.

The integrity of the board as a corporate entity is dependent upon the integrity of the institution's relationship with the members of the board. No trustee or family member who is not an employee of the institution should enter into a relationship for financial gain with an institution of which he or she is a board member. No member of the board has the power as an individual to make any decision affecting the institution except that which has been specifically delegated by the board.

D. The Head of the Institution

The head of the institution, who may be styled president, principal, provost, rector, vice-chancellor, director, or any other title appropriate to the nation in which the institution is located, is responsible to the board of governance for the entire operation of the institution. All other administrative officers of the institution are responsible to the board of governance through the head of the institution. The precise relationship between the board of governance, the head of the institution, and the various administrative officials and boards of the institution are determined by the institution's constitution and bylaws.

E. Academic Administration

Authority in all matters academic shall be vested in the duly-constituted academic body as stipulated in the constitution and bylaws of the institution.

The academic administration of the institution shall be conducted through an academic executive officer as provided in the constitution and bylaws. This person shall be responsible to the head of the institution and any other board or committee as provided in the constitution and bylaws for overseeing the development, application and administration of the academic policies, and for the delivery of the academic programs of the institution. Wise academic administrators depend heavily upon the advice and expertise of academic staff in developing policies which command the support of academic staff.

The academic administrator shall be responsible for assisting students with academic choices and guidance in their academic programs, for ensuring the accumulation and safe preservation of accurate student and other academic records, and provision of adequate library and information technology.

F. Institutional Records

All institutional records must be adequately safeguarded. Legal documents such as deeds, charters, and constitutions require especially secure preservation. Governance and administrative minutes, financial reports and audits, the registrar's records, and academic course records must be safe and accessible. The institution is legally responsible for the safekeeping of such records. The careful preservation of all records contributes to the development, planning and historical understanding

of the institution.

G. Fiscal Administration

The head of the institution is responsible for the fiscal administration of the institution. There should be an administrative committee with an administrative officer to whom functional responsibility is delegated for the management of the finance and business of the institution. Fiscal administration includes a business office to care for the payment of bills, salaries and accounts, the upkeep and management of physical and financial resources, the keeping of records, and preparation of reports and an annual audit.

1. Internal controls, security, and audit

Adequate internal controls with checks and diversification of authority to at least two persons are essential for maintaining the financial integrity of the institution and the security of the individuals who manage its financial affairs. Regular audits by independent qualified persons must be undertaken to maintain public confidence in the financial affairs of the institution.

2. Planning and Development.

The preparation of the annual institutional budget is primarily the responsibility of fiscal administration but must include all departments in the planning stages, and requires the participation of all administrative heads for finalizing the presentation to the board of governance by the head of the institution. Institutional administrative structures must be so designed that the financial integrity of the academic enterprise, the primary function of the institution, is safeguarded. Control of expenditures within budget is the responsibility of the fiscal administrator.

The development of funding sources and the cultivation of sources of income and annuity are essential for the continuing stability of the institution. This is a prime responsibility of the head of the institution, together with the board of governance and the development team.

3. Student Relations

Sound fiscal policy and just administration are crucial for good student relations. Payment, refund, and collection policies must be clearly outlined and fairly and firmly applied. Institutions should seek to reflect best practice contextually in compliance with social legislation, public policy, and standards of social behavior.

H. Institutional Documents

Each institution must have written documentation available to students and put into the public domain, which make known its mission, objectives, structure, regulations, teaching staff and senior administrative personnel, together with any other items legally required to be in the public domain.

1. Institutional Regulations

Institutional regulations carry a variety of names in different cultural contexts but must include the academic policies and regulations which govern all courses of study and their assessment, the syllabi of all course units offered through the institution, timetables and other organizational details, library handbooks, student, academic, and residential (where appropriate) handbooks. Policies relating to fees and other charges, collection and refund of money from students, must also be published and available.

2. Public Relations

Communication with the institution's constituency is of vital importance. Public relations is an administrative function of the head of the institution. The primary documents of the institution present and explain the institution to the public. It is essential that such documents accurately represent the nature of the institution and convey a sense of openness to public scrutiny. Any promotional materials should also fairly represent the institution.

3. Data Protection

All institutions must have a data protection policy that meets the requirements of the legal jurisdiction under which they function.

I. Institutional Funding

All educational institutions are expected to be funded in part by student tuition and fees. Residence fees should cover more than the cost of room and board; otherwise any increase in student body becomes an increasing financial liability to the institution.

Institutions should develop student aid funds for the assistance of needy students. Institutions may also set up various programs to enable students to secure work to help to pay their expenses.

Each church on the educational region is expected to send an education budget, determined by General Church process, to the educational institution on its region. Promotion of payment of the budget in the churches is the responsibility of the head of the institution in concert with respective district administrations.

III. ACADEMIC STAFF

A. Appointment of Academic Staff

The appointment of academic staff is the single most crucial action to be taken by an educational institution. The head of the institution is responsible for the nomination of all full-time teaching staff to the board of governance. The qualities that ought to be sought in selection of academic staff are:

1. Qualifications and experience appropriate to the appointment.
2. Commitment to Christ as a practicing Christian sympathetic to the Church of the Nazarene.
3. Commitment to the mission and objectives of the institution.
4. Commitment to personal development as a scholar and teacher.
5. Ability to communicate effectively in the academic context.
6. Ability to function satisfactorily in a collegial context.

Particularly careful attention needs to be paid to the selection of candidates for appointment to theological posts.

B. Qualifications of Academic Staff

The formal qualifications needed for academic staff are partly dependent upon the level at which they are teaching. In general terms academic staff should have qualifications from recognized academic institutions at least to a level of one qualification above the highest level at which they teach. Academic staff without these qualifications should be appointed only in exceptional circumstances and should not exceed 25% of the staff.

C. Academic Staff Contracts

Subject to the legal requirements of the country where the institution is located, institutions have an obligation to provide academic staff with written contracts which set out the terms and conditions of employment, including tenure of appointment, salary, duties and expectations, dismissal and appeals procedures. It is the ethical responsibility of all institutions to provide adequate salaries for their staff on the basis of a salary schedule which takes into account the responsibilities, education, and experience of the member of staff and which ensures that all staff are treated with equity.

D. Teaching Load

Wise academic administrators consider the institution's academic staff to be its most valuable asset. In determining appropriate teaching loads for members of academic staff, the following factors need to be considered:

- the level of the course in which the staff member is teaching.
- the need for reading and research time including professional development.

- the non-teaching administrative duties of the academic staff member.
- the amount of non-teaching contact hours.
- the requirements of the institution.
- equity between members of academic staff.

Institutions must find and maintain a healthy balance between, on the one hand, the essential reading and research time for lecturers which will enable them to teach and supervise with integrity, and, on the other hand, the institutional needs of supervision, teaching, counseling, and administration. In general terms, lecturers teaching at postgraduate level may expect to have classroom, tutorial and supervision contact time of about 10 hours per week; undergraduate degree level may expect to have about 10 to 12 hours per week; other undergraduate level may expect to have a maximum of 18 hours per week. Due allowance must always be made for non-academic duties which are required of academic staff members.

The delivery of open education places different demands upon academic staff. By definition, adjunct members of an institution's academic staff do not have a full-time responsibility to the institution. Because the institution is not in a position to encourage and support the academic and professional development of these persons, great care must be exercised to ensure that the quality of these members of staff is adequate and appropriate for the unit of study for which they are responsible.

E. Academic Staff Development

Institutions should endeavor to make provision for the continuing academic and professional development of academic staff through some or all of the following ways:

- support for book purchases and attendance at professional conferences.
- support for membership and participation in professional societies.
- support for study leave or sabbatical leave.
- support for postgraduate study.
- support for publishing.
- support for peer and student review of teaching performance.
- support for in-service training in methods and curriculum.

IV. LIBRARY AND INFORMATION TECHNOLOGY

A. Library Holdings

Institutions must possess a catalogued library and other information resources sufficient to support the appropriate level of instruction. Accumulation can be in the form of traditional books and periodicals or in modern electronic forms. Libraries should hold all books in print which are contained in course syllabi and must have access to representative professional and academic journals in each of the major areas of study. Emphasis must be placed upon the accumulation of resources in the language(s) of instruction. Libraries in institutions which offer postgraduate courses should normally hold at least 10,000 titles supporting the postgraduate courses. Undergraduate libraries should normally hold a minimum of 5,000 titles relevant to the courses of study on offer. The quality of the resources determined by depth of critical reflection, range of viewpoints represented and the currency of the discussions is more important than the quantity of resources. Hence, while donation of private libraries can be of great assistance in the development of libraries, libraries cannot rely solely or even mainly upon these donations since they are unlikely to be current and will almost certainly reflect the interests of the donors rather than the needs of the library.

Particular attention to availability and accessibility of adequate information resources is essential for open education.

B. Library Budgets

Institutions must provide an adequate annual budget for developing and sustaining the information resources of the library. This budget should be set on the recommendation of the librarian and the institution's library committee. Institutions must ensure that library budgets are not subject to disproportionate reductions if budgetary constraints arise. Institutions must recognize that open education modes require much higher per student financial support for provision of information resources than other modes of education at the same academic level. Institutions embarking on open modes of education need to make adequate budgetary provision for these higher per-student costs.

C. Library Administration

The administration of the library should be under the control of a qualified librarian and members of academic staff who are accountable to the highest academic board in the institution for the operation and management of the library.

V. ADMISSION STANDARDS

The following principles should inform the development of a coherent admissions policy consistent with good educational practice in line with the academic aims and purposes of the institution. The establishment of admissions standards in non-academic matters is the responsibility of each institution in light of Biblical norms, its cultural context, and its relationship to the Church of the Nazarene.

A. National Standards

Applicants for admission to courses of study must normally meet the national entrance standards of the country in which the institution is based. Exceptions to this standard should be made for sound academic reasons which are open to public scrutiny. Particular attention to admission of applicants to degree-level instruction must be given to ensure the integrity of the course and the academic standing of the institution. Candidates from outside the country in which the institution is based should be admitted at the appropriate level to courses on the basis of recognized national criteria for determining such admission.

B. Expectation of Ability to Complete a Course of Study

The institution must have a reasonable expectation that the applicant will be able to fulfill the objectives of the program and achieve the standard required for the award.

C. Written and Oral Skills

The institution must be satisfied that the applicant has the basic skills in written and oral communication which will enable the applicant to profit from the program. This is particularly important where the language of instruction is not the applicant's first language.

D. Postgraduate Applications

Applicants for admission to postgraduate degree-level instruction must normally hold a first degree from a degree-level institution with recognized academic standing and meet the national university entrance standards of the country in which the institution is based.

VI. STUDENT ASSESSMENT AND COURSE INTEGRITY

The following principles should inform the development of a coherent assessment policy.

A. Assessment Policy

Institutions must have written policy in operation which ensures that assessment fairly reflects the achievement of the individual student in fulfilling course objectives and at the same time relates that achievement to a consistent national standard for degrees and other awards granted in other institutions with recognized academic standing in the country where the institution is located.

B. Standards in Extension Programs

Institutions which offer open education must ensure that the program meets the same standards as that offered on campus. The maintenance of course integrity requires that programs which do not meet these criteria CANNOT be given the same credit or standing as those offered on campus.

Open education leading to any award must be designed and assessed in a way which ensures that the standards applicable in the program are identical to those required in residential programs leading to the same or equivalent award.

C. Assessment Procedures

Assessment procedures should be devised which determine the level of success attained by each student measured against the stated criteria for success.

D. Assessment Methods

Assessment methods should be appropriate to the subject area and the wider academic context. They may vary widely from one institution to another.

E. Fairness in Assessment

In the attempt to ensure impartiality and fairness, and, where appropriate in the national educational context, institutional and national consistency in assessment, consideration should be given to one or more of these methods of quality assurance:

- use of external examiners who are independent of the institution;
- double marking of examinations and or other course work;
- a system of appeals whereby a student may submit complaints to impartial arbitration.

F. Contextualized Curriculum

Each institution must develop its curriculum in harmony with the mission and objectives of the institution, the distinctive strengths of the institution, and the cultural and sociological context of the institution's own constituency. Courses fulfilling the educational requirements of ordination to the ministry of the Church of the Nazarene must be in harmony with any denominational criteria as presented and amended from time to time.

G. External Validation or Accreditation

Course integrity is maintained by internal quality assurance procedures and external evaluation of the effectiveness of these procedures. All institutions can benefit from periodic self-study. Emerging institutions and established institutions whose courses are validated by an external independent agency will, by definition, be subject to external scrutiny and will conduct self-studies in preparation for such a visit. All International Board of Education institutions must participate in periodic self-study and IBOE Quality and Missional Review.

VII. TRANSFER BETWEEN INSTITUTIONS

A. Principles of Transfer of Credit between Institutions

Good educational practice demands that institutions which grant students advanced standing on the basis of previously completed academic work have coherent policies for transfer of credit. These policies should ensure that an applicant for advance standing be placed at an appropriate point in the new course of study so that the applicant will be able to complete a program which is equivalent in standard and content to the program as it is delivered to students without advanced standing.

1. Transfer between Autonomous Institutions

Transfer between autonomous institutions is entirely a matter of the academic policy of and the discretion of the receiving institution. The IBOE has no competence to issue directives in this matter.

2. Principles of Transfer

The following principles are set forth as principles of good educational practice. They are merely as information for the development of a coherent institutional policy on transfer of credit and as information for sending institutions which are seeking to establish a formalized transfer of credit relationship with another institution whereby their students can receive advanced standing in the receiving institution.

Students with academic credit from post-secondary educational institutions may normally receive advanced standing in other post-secondary institutions of equal status subject to the following limitations:

- the student is admissible to the course in the receiving institution.
- specific equivalency in course content can be demonstrated.
- standards which apply in the student's first institution are comparable to those in the receiving institution.
- transfer of credit is only applied where the student has achieved a minimum pass standard in the components for which transfer is applied.
- transfer students must normally complete at least one year of a full-time course of study at the receiving institution.

B. Transfer by Institutions

1. Transfer between Established Institutions

Transfer of credit between institutions is entirely a matter of academic policy at the receiving institution.

2. Transfer from Emerging Institutions to Established Institutions

Transfer of credit from emerging institutions to established institutions can only be determined by the receiving institution. Established institutions are requested to develop policies which will

give favorable consideration to students from emerging institutions on the understanding that recognition as an emerging institution includes direct involvement of the IBOE in developing sound academic policies and programs.

3. Transfer from Other Institutions

Students presenting requests for advanced standing in IBOE recognized institutions from institutions which are not accredited, affiliated, or associated, nor recognized by some appropriate agency may be considered for advanced standing subject to the following additional suggested stipulations:

- the student is evaluated by a suitable instrument constructed to determine the content and level of instruction, or
- the transfer of credit is granted only after the student has successfully completed one year of full-time study after admission.

4. Transfer within the Institution

Transfer of credit within institutions is entirely a matter of academic policy within the institution. Good practice in education may facilitate transfer from one program (course of study) within the institution subject to certain conditions, which should inform the policy including the following principles:

- instruction and assessment in the old course of study were at the standard appropriate for the new award.
- the student achieves a pass standard at the level of the new award in the components of the course for which transfer credit is being applied.
- the student completes all requirements for the new course.

Guidelines
for
Quality and Missional Review
and Self-Study

I. Who must participate in a quality and missional review and Why?

A. IBOE Functions

Two functions of the International Board of Education as expressed in the *Global Ministry Center Administrative Handbook* (64) are

- C. Policy and Procedure. The IBOE shall function as the general church advocate for educational institutions in the Church of the Nazarene worldwide, and
- C.iii. Establish standards for quality educational institutions of the Church of the Nazarene...that will depend upon the region, institutional requirements for admission, and educational traditions of the context. The prevailing standard would be quality and effectiveness in achievement of the stated purpose.

As an advocate for educational institutions the IBOE and the Education Commissioner serve as liaison between the institutions and the general church. The IBOE facilitates reciprocal communication between the General Board and the educational institutions, and may be an advocate for individual institutions or the institutions as a collective whole. The IBOE and the Commissioner are a resource to institutions and a catalyst for facilitating cooperation and change. Recommendations by the IBOE and Education Commissioner are advisory and will be processed through the appropriate Global Mission structure for institutions administered by Global Mission and the appropriate governance body for non-Global Mission institutions.

Educational institutions are traditionally defined as a faculty providing instruction to students in a physical facility with common administrative supervision. Advances in communication technology no longer dictate that institutions require physical facilities. A system of Nazarene education may exist with a clearly defined educational mission, a curriculum and identified faculty that does not require bricks and mortar. While the model for educating traditional students has been the resident campus, other education models including extension, decentralized and distance and online learning models may be more responsive to the needs of bi-vocational, second-career and more mature learners. In its advisory capacity to Nazarene educational institutions, the IBOE will work to improve the quality of Nazarene educational entities regardless of their mode of instructional delivery.

B. Authorized Educational Institutions

The International Board of Education is not an accrediting body but has been given responsibility by the General Board to delineate standards for quality educational institutions. These standards

- assist an institution in determining the current functional level of its educational program, and
- serve as incremental "benchmarks" that institutions can achieve en route to additional General Board authorization and third party accreditation.

Authorized institutions have been created through legislative action of the General Assembly following application to the IBOE.

The IBOE will review applications endorsed by the appropriate denominational authority and make recommendations to the General Board for authorization to establish new educational institutions or to change the institution's scope of operation. (See: Section 3: *Guidelines* and Section 4: *Handbook for Educational Institutions of the Church of the Nazarene*) The IBOE will provide

feedback to the applicants concerning areas of needed improvement.

Categories of educational institutions are authorized (*Manual* ¶400.2) by General Board/General Assembly action. These categories are based on the principle level of programs offered by the institution and/or their status of accreditation.

- Graduate institutions accredited by external accrediting or validating agencies that offer **degrees**,
- Undergraduate institutions accredited by external accrediting or validating agencies that offer **degrees**,
- Institutions accredited by external accrediting or validating agencies that offer **diplomas** or **certificates**, and
- Institutions that are not accredited by external accrediting or validating agencies that offer **diplomas** or **certificates**.

Recognition (5-4) by the IBOE does not constitute accreditation of that institution, nor does it validate the degrees or other awards of that institution or any of its programs. Such validation or accreditation is beyond the legal competence of the IBOE or any church agency.

Degree/Program Validation requires application and approval by third-party governmental or accrediting agencies.

The IBOE recognizes that accreditation or approval of institutions and accrediting or validation of programs or courses of study for degrees and many other awards in post-secondary education is almost universally done by governmental or other external agencies. These agencies' independent peer relationships help to ensure the integrity of education in a given society and to ensure that such education retains the public confidence that pertains to awarding of degrees and other awards.

After preliminary self-study, institutions may receive temporary permission to offer unaccredited programs as they move toward accreditation through an appropriate agency. In no instance, however, is this to be construed as accreditation or validation.

C. **Recognized Educational Institutions**

The IBOE recognizes two types of institutions.

1. **Emerging Institutions**

An emerging institution in the Church of the Nazarene is an educational institution which has received approval from the IBOE and the General Assembly (*Manual*, paragraph 400.2) but has not yet been recognized by the IBOE as an established institution.

Upon approval of the governing documents by the General Board, the institution shall be designated an Emerging Institution. During this period, the governing body of the institution shall work closely with the IBOE to ensure the success of the institution.

Recognized Institutions must be authorized by the General Assembly and continue to meet *Manual* and General Board Bylaw requirements.

An institution will be considered ready for recognition as an established institution when it has met or exceeded the guidance of the Handbook, including especially the establishment of external validation, accreditation, or affiliation. The Planning Committee may then recommend the institution to the IBOE for recognition as an Established Institution. At that point, the IBOE assumes the advocacy role for the institution together with all other Established Institutions.

2. **Established Institutions**

An established institution in the Church of the Nazarene is an institution approved by the IBOE which is under the governance of its duly constituted authorities.

For an authorized educational institution to be a Recognized Educational Institution of the Church of the Nazarene, the institution must annually comply with, and submit evidence of, the following conditions stated in the *Manual* and the *Handbook* of the International Board of Education.

- a. Accept the "Philosophy of Nazarene Education."
- b. Be established upon the recommendation of the International Board of Education to the General Assembly. (*Manual* 400.2)
- c. Receive authorization from the General Board, upon the recommendation of the International Board of Education, for the development or change of: status, offering degree level, diploma and certificate. (*Manual* 400.2)
- d. Be committed to the biblical and theological teachings of the Wesleyan and holiness movements. (*Manual* 400.1)
- e. Provide a curriculum, quality of instruction, and evidence of scholastic achievement. (*Manual* 400.1)
- f. Prepare graduates to function effectively in vocations and professions such as the graduates may choose. (*Manual* 400.1)
- g. The institution to be under the legal control of their respective governing boards. (*Manual* 402.1)

- h. Have constitutions and bylaws that conform to their respective charters or articles of incorporation and be in harmony with the guidelines set by the *Manual*. (402.1)
- i. Insure that members of governing boards be members of the Church of Nazarene in good standing, who are in accord with the Articles of Faith of the *Manual*. (402.2)
- j. Insofar as possible have the membership of the higher education boards of control be an equal number of ministers and laity. (*Manual* 402.2)
- k. File reports of educational standards, plan of organization and financial statements. (*Manual* 402.3)
- l. Submit annual statistical report, annual audit report, and annual fiscal budget report. (*Manual* 402.4)
- m. Participate in quality and missional review processes including any scheduled IBOE Quadrennial Quality and Missional review.
- n. All institutional constitutions and bylaws must include an article on dissolution and disposal of assets indicating that the Church of the Nazarene shall receive assets to be used for educational purposes. (*Manual* 403)
- o. Seek and/or have appropriate objective accreditation, government charter, or other external review.

Recognized institutions must participate in an IBOE periodic quality review. The critical element of this review is to demonstrate **faithfulness to church and institutional mission**, as well as a commitment to **academic excellence**.

Established institutions are required to submit annual reports to the IBOE through the Education Commissioner. These reports should include an annual statistical report, annual audit report, annual fiscal budgets for the upcoming year, and copies of all documents submitted to external agencies in support of accreditation, validation, or affiliation of the institution and/or its courses of study.

Global Mission institutions should see Section 7-5, 2.2.3.6 for a description of the path for submitting annual reports. Global Mission institutions may submit copies of all reports directly to the Education Commissioner.

D. Quality Educational Institutions

The International Board of Education advocates that every Nazarene educational institution achieve and maintain the highest quality program for each of its functional levels.

The ultimate goal of the IBOE is to encourage each authorized educational institution in the process of obtaining academic accreditation from appropriate external agencies in a manner that conforms to accepted practices of the country where the institution is located. This is the preferred method of providing assurance of educational quality appropriate to each institution. To facilitate this process, institutional administrators are encouraged to join their

regional accreditation associations as associate members, in anticipation of eventual full accreditation.

A Nazarene educational institution exists to fulfill its defined mission in a specific context and meets a variety of critical needs within the educational system of the denomination.

Educational Quality is measured by the quality and effectiveness with which the institution achieves its stated purpose.

Assessment of educational quality begins with an institution's mission statement. The *context* of the institution includes factors such as student entrance requirements, local peer review, faculty academic qualifications,

instructional resources, the sponsoring body's assessment, and matriculating student performance. The quality and effectiveness with which the institution achieves its stated purpose is the measure of *educational quality*.

Institutional self-study in conjunction with external reviews is a recognized means of improving educational quality. The methods of assuring educational quality of institutions recognized by the IBOE, in order of preference are

- a. Accreditation by external educational or governmental accrediting agencies within the resident country or region
- b. Affiliation with another accredited Nazarene or non-Nazarene educational institution
- c. Evaluative self-study with peer review by educators in sister institutions under the guidance of the IBOE

Accredited institutions have defined methods of maintaining and improving their educational processes. Non-accredited institutions fulfill a vital role in the educational system in many contexts and some may remain non-degree-granting institutions.

Institutes wishing to seek external accreditation may utilize a variety of methods to facilitate improvements

Institutional **self-study and external review** is a condition for continued IBOE recognition.

in their quality and effectiveness in achieving their stated purpose. As educational needs are identified, the regional education coordinator and the education commissioner will work with the International Board of Education to form teams of educational "coaches" who will serve as consultants to develop and guide the strategic plan.

E. Benchmarks for Quality within Context

The following benchmarks will assist institutions to assess their quality and include attention to both human, financial and physical **inputs** and **student learning outcomes**. (See 5-18 for a detailed description of these benchmarks.)

- The organization has a clear and focused mission appropriate to an institution of the Church of the Nazarene and the organization is structured to fulfill that mission.
- The organization has systematic means for evaluating and improving the organization, consistent with its mission and vision.
- The organization assures and advances student learning through on-going programs to assess student learning, to recognize and promote teaching effectiveness, and to evaluate the currency and relevance of its curricular offerings.
- The organization strategically plans for holistic faculty and staff development. Guided by its mission, the institution motivates its constituents, particularly its faculty and students, to engage in a life of learning by providing an environment that supports spiritual, academic, social and physical development of the individual and community.

F. Warning Signs of an Institution-At-Risk

When the Education Commissioner learns that three or more of the following warning signs are present in an IBOE recognized educational institution, the education commissioner, the president of the institution, the chairman of the board of control, the regional education coordinator and the regional director and/or his or her designate shall be asked to

An ***Institution-At-Risk*** exhibits three or more warning signs.

meet with a committee of the International Board of Education and the responsible general superintendent of the institution or the responsible general superintendent of IBOE, to examine all the facts related to viability and to explore all of the feasible

solutions, including dissolution and merger with another institution.

1. Shifts in mission or purpose.
2. Patterns of serious enrollment decline.
3. Student-faculty ratios that are inappropriate for the programs offered.
4. Failure to review critically the programs offered and the patterns of faculty selection.
5. Placed on probation by its external accrediting, validating, or affiliating agency.
6. Salaries that are not commensurate with the context.
7. Failure to follow external standards of financial analysis, including the lack of an annual certified audit of all funds.
8. Cumulative operating deficit over a three-year period.
9. Debt service that negatively impacts the operation of the institution.
10. Excessive deferred maintenance.
11. Misuse of endowments or trusts.

No governing body of any IBOE recognized institution shall consider closure or suspension of the institution without prior consultation with the Education Commissioner.

G. Reporting

All institutions should be prepared to review their evaluative self-study plans with the Education Commissioner during a quadrennial quality visit. Each institution should develop evaluative plans to:

- Review institutional mission documents and delineate institutional context.
- Analyze academic programs in all areas (accreditation standing report; Bible certificates/Course of Study diplomas, Bachelor's through Ph.D. degrees; non-traditional programs and extension program).
- Provide financial audit report and risk analysis.
- Evaluate facility and personnel.
- Collect professional "outcomes assessment" of graduates.
- Analyze effectiveness in achieving stated institutional purpose.
- Develop plans for strategic development.

All established institutions must submit to the commissioner a yearly report detailing

1. Annual statistical report
2. Annual audit report, and
3. Annual fiscal budgets for the upcoming year. (*Manual ¶402.4*)

Institutions shall not continue to receive regular support unless their educational standards, plan of organization and financial reports are filed with the IBOE. (*Manual ¶402.3*)

II. What to do to get ready for review and When?

All Nazarene recognized institutions must participate in IBOE periodic quality and missional reviews. The most critical element of the review is for the institution to demonstrate faithfulness to church and institutional mission, as well as a commitment to academic excellence. The institution will conduct a comprehensive self-study, gather documentation, and prepare a written report in anticipation of a site-visit by representatives of IBOE.

The Education Commissioner in consultation with the head of the institution and appropriate regional leaders will appoint a review team of three to five members to conduct a site-visit of the institution. The purpose of the visit is to verify the processes and findings of the institutional self-study and to prepare a report of conditions and suggestions for quality improvement of the institution. On the site-visit the team may ask to tour the institution, examine evidence supporting the written report, and meet with personnel, students, and representatives of the board of governance and constituents.

A. Institutional Timeline for Comprehensive Review

For institutions that are not accredited by third-party governmental or regional accrediting agencies, the IBOE site-visit will examine all aspects of the institution according to benchmarks listed in this guide. The frequency of comprehensive reviews will vary from 4 to 10 years according to the findings of the visiting team.

Comprehensive Review includes a missional and an academic review (see benchmarks 1-4)

Before the Visit	Month (if known)	Comprehensive Review Task
18 months		<ul style="list-style-type: none"> • IBOE notifies institution of scheduled review and establishes dates for such. • Institution develops organizational plan for review and appoints coordinator. • Institution engages in self-study process.
12 months		<ul style="list-style-type: none"> • Institution suggests visiting team competencies to the Education Commissioner.
3 months		<ul style="list-style-type: none"> • Institution prepares copies of self-study report and forwards team copies to the Education Commissioner for team distribution. • Institution makes final preparations for visit including exhibits to be reviewed by the team at the time of the on-site visit. All logistical and entertainment planning will be coordinated by the institution and the Education Commissioner.
0 months		<ul style="list-style-type: none"> • Team conducts on-site Comprehensive Review.

· The IBOE is directed by *Manual 402.6* "To serve the church in matters pertaining to Nazarene educational institutions in order to strengthen the bonds between the institutions and the church at large."

B. Institutional Timeline for Missional Review

All institutions will participate in a periodic **Missional Review** as part of the comprehensive review or a separate missional review.

All institutions will participate in an IBOE missional review (8-7) as part of the comprehensive review. For accredited institutions, the frequency of IBOE periodic reviews will follow the institution’s third-party accrediting agency reviews, so as not to place an excessive burden on institutional personnel. The self-study and report for accrediting agencies will be accepted as evidence for benchmarks 2 through 4. Every effort should be made to schedule the IBOE comprehensive review within three months following the third-party accrediting agency site visit.

The IBOE visitation team will contain two to three people appointed by the Education Commissioner. During the one to two day visit, the team will verify the processes and evidence for Benchmark 1 and review questions they may have from the self-study and accrediting agency report on Benchmarks 2-4. The team may request interviews with administrators, faculty, and representative students, governing board members and constituents.

Before the Visit	Month (if known)	Missional Review Task
18 months		<ul style="list-style-type: none"> • Institution notifies IBOE of scheduled accrediting agency review and establishes dates for IBOE missional review. • Institution develops organizational plan for review and appoints coordinator. • Institution engages in self-study process.
12 months		<ul style="list-style-type: none"> • Institution suggests visiting team competencies to the Education Commissioner.
3 months		<ul style="list-style-type: none"> • Institution prepares copies of self-study report and forwards team copies to the Education Commissioner for team distribution. • Institution makes final preparations for visit including exhibits to be reviewed by the team at the time of the on-site visit. All logistical and entertainment planning will be coordinated by the institution and the Education Commissioner.
0 months		<ul style="list-style-type: none"> • Team conducts on-site Missional Review.

C. Response and Follow-up

Response and **follow-up** are critical to the review process.

Following the IBOE team site-visit these tasks will be completed by all institutions. Institutions administered by Global Mission should include appropriate regional authorities in responding to the team report.

After the Visit	Month (if known)	Follow-up Tasks
4 weeks		<ul style="list-style-type: none"> Institution receives a Team Report draft of findings including but not limited to strengths, conditions that must be rectified, and suggestions that may be followed at the discretion of the institution
6 weeks		<ul style="list-style-type: none"> Institution forwards its response to the Team Report to the Education Commissioner
8 weeks		<ul style="list-style-type: none"> Team Report is forwarded to the institution and the Education Commissioner

The **Final Report** contains:

- The institution's self-study document
- Visitation team's report
- The institution's response

D. Final Report

The final report becomes part of the **Nazarene General Board** minutes.

Before IBOE, General Board Meeting	Month (if known)	IBOE Task
4 weeks		<ul style="list-style-type: none"> At least one IBOE board member will read the full report and prepare a summary for the full IBOE board.
0 weeks		<ul style="list-style-type: none"> All IBOE members receive a copy of conditions and suggestions from the full report IBOE acts on and refers the report to the General Board

III. A Guide for Self-Study

A. Introduction

One of the healthiest things for an educational institution to do is to conduct a self-study. It helps an institution clearly define its purposes, look at its resources and measure its accomplishments.

A self-study is essential for a quality institution (8-9). This guide has drawn its standards and procedures from approved policies of various accrediting agencies to assist Nazarene institutions to conduct a self-study with the goal of participating in a comprehensive review through IBOE.

1. The Nature, Importance and Bases of Self-Study

a. Nature of a self-study

A self-study is exactly what the term implies—it is an evaluation or appraisal by the institution itself. It is a critical judgment of the quality of every significant aspect of the entire program. It is an objective evaluation that identifies weaknesses as well as strengths.

A self-study, therefore, is not mere description. It must, of course, be based on factual, descriptive data, but it goes on from that point to make critical appraisals. It follows, too, that a self-study is not a series of self-commendations, in which weaknesses are given but passing or casual notice. A test of educational leadership is the ability to identify weaknesses and to analyze problems objectively.

A sound evaluation seeks to find out the truth; it seeks to check the validity of commonly held but seldom proved assumptions. One of the important ways of doing this is to ascertain the *facts* of various phases of the educational program. Systematic, factual studies of the record of graduates, for example, are invaluable in checking the validity of objectives and curricula. The relevance of contemporary needs can be checked by making a factual study of the needs on the field to be served by trained personnel. If the record of students who transfer to other institutions is to be assessed, the records of *all* students transferring during a given period of time must be included. To cite a few outstanding transfers is worthless in terms of objective appraisal.

b. Importance of self-study

The importance of self-study can hardly be overestimated. It generally turns out to be a very constructive and satisfying experience.

· Adapted from "A Guide to Self-Evaluation for Nazarene World Area Theological Education Institutions," by Global Mission Committee on Theological Education, Global Mission Division, Dr. Robert H. Scott, Director, 1987.

Sound institutional growth must come from within institutions themselves through self-examination and self-initiated measures of improvement. The function of the International Board of Education is not so much to police institutions as it is to inform, to stimulate and to guide. Studies conducted by institutions themselves are necessary to avoid complacency and obsolescence and also to keep programs functionally related to contemporary needs.

c. Bases of self-study

There are five related bases or standards that an institution uses in appraising itself:

- 1) The *Manual and International Sourcebook on Developmental Standards for Ordination*;
- 2) The criteria of any area association to which the institution belongs;
- 3) The specific and special objectives of the institution itself;
- 4) The regional and field objectives of the institution; and
- 5) Section 3: *Guidelines* and Section 4: *Operations Guide for IBOE Institutions*.

Most associations cover every phase of the Theological/Bible institution program—objectives, administration, faculty, curricula, learning resources, student personnel services, physical facilities, public relations and student outcomes.

It is most important for each institution to define its objectives clearly, and set them forth in writing. This is essential to achieving worthy goals. No self-study can be very meaningful without stated institutional objectives.

Defining the role of an institution is primarily the responsibility of the board of governance. Usually such documents as the constitution and bylaws guide the boards of governance, but these are often too general to give trustees precise guidance. If this is the case, they should take time to strategically define the various roles in order to lead the institution with purpose and intentionality according to its purpose.

2. Scope of Participation

The scope of participation in the study should be as wide as practicable. All administrative officers, the regular members of the staff may well participate. Board members, alumni officers, and key persons in the institution's constituency would benefit by a study of relevant criteria. An evaluation conducted by one or a few administrative officers is unacceptable.

3. Procedures in a Self-Study

- a. A modest sized steering committee should plan, direct, consolidate the findings and edit the report.

- b. A schedule should be set up with definite deadlines. It is suggested that at least a year be allowed for the study.
- c. The study should be broken down into major divisions and each assigned to a committee of persons who are directly concerned with each area. The number and size of committees will naturally vary with the size of institutions. There should be a common understanding by each committee regarding the purposes, the scope, and the methodology of the evaluation as a whole and its particular area of investigation.
- d. In order to sustain interest and to make the study as profitable as possible, progress reports should be made to the body of participants. Reports may well be made to the trustees also.
- e. Institution should use the Benchmarks and Self-Study Document in the following section of this Handbook as a guide for conducting the institutional self-study. Care should be taken to supply all data and documents called for in each section. The answers will be typed and available electronically for duplication. Copies will be retained by the institution and sent to the Education Commissioner. Institutions administered by Global Mission will send additional copies to the regional and field directors, regional education coordinator, and Global Mission.
- f. In addressing the benchmarks and potential patterns of evidence, *avoid broad generalizations or mere "yes" or "no" answers*. The report should grow out of and clearly reflect factual investigation, and critical analysis. The concept of evaluation should constantly be kept in view. This implies recognition of weaknesses as well as strengths. Also, it is desirable that reports include indication of how weaknesses are to be overcome. Recommendations for self-improvement as put forth by participants are likewise appropriate.

IV. The Self-Study Document

A. Examination of the Institution and its Operation

During the self-study period, the institution will examine every aspect of the institution and its operation. This may require additional research, data collection, analysis and reporting. To help guide the institution through the self-study project evaluative benchmarks are provided. The benchmarks and potential patterns of evidence should serve as an organizational guide for the self-study document.

The institution will prepare a document that specifically addresses the extent to which the evaluative benchmarks are being met. In doing so, the institution's perceived strengths and challenges should be noted under each benchmark. The document should also contain information specifically relating to:

- an analysis of the academic programs in all areas (accreditation standing report; Bible certificates/Course of Study diplomas, Bachelor's through Ph.D. degrees; non-traditional programs, distance and extension programs).
- a financial audit report and risk analysis.
- an evaluation of facilities and personnel.
- "outcome assessment data" of graduates.
- an analysis of effectiveness in achieving stated institutional purposes.
- plans for strategic institutional growth and development.

On-site exhibits should contain documentation sufficient to support the degree to which each benchmark is satisfied. The suggested patterns of evidence are intended to guide the institution in choosing appropriate materials for on-site review.

The visitation team will assist the institution in validating the accuracy of the self-study document according to the evaluative benchmarks. The self-study document must address each of the benchmarks

B. Benchmarks to be Addressed in the Institutional Self-Study

The following benchmarks will assist institutions to assess their quality and include attention to human, financial, and physical inputs as well as student learning outcomes.

1. **Benchmark One: The institution has a clear and focused mission appropriate to an institution of the Church of the Nazarene and the institution is structured to fulfill that mission.**

- a. The institution has a clear mission statement that is appropriate to an educational institution of higher learning within the context of the Church of the Nazarene.

The institution operates to ensure the fulfillment of its mission through structures and processes that involve the board of governance, administration, faculty, staff, and constituents who understand and support that mission.

Benchmark One addresses the clarity of mission and how it demonstrates “the church in education.”

1). Potential Patterns of Evidence to Demonstrate Compliance with Benchmark One A:

An organization seeking review will demonstrate/describe:

- a) how the institution's affiliation with the Church of the Nazarene is evidenced in its mission statement.
- b) how the institution implements that dimension of the mission statement in its life, curriculum, programs, culture and structure
- c) the manner in which the institution provides service to the Church of the Nazarene in its region.
- d) the manner in which the institution is philosophically and functionally committed to the Wesleyan-Holiness tradition and demonstrates Christ-like lifestyle among its administration, faculty and student community
- e) the manner in which the institution participates in the global educational enterprise of the Church of the Nazarene.
- f) the manner in which the culture of the institution reveals and affirms its affiliation with the Church of the Nazarene.
- g) the manner in which the institution works to enhance its relation with the Church of the Nazarene.
- h) the manner in which the institution actively works to show its unity in Christ with parts of Christ's Church beyond the Church of the Nazarene
- i) the manner in which the institution has experienced reciprocation of missional relations from the institution's constituency.

b. Implementation of institutional policy is done with integrity and compliance with applicable legal requirements and best practices in higher education.

1) Potential Patterns of Evidence to Demonstrate Compliance with Benchmark One B:

An organization seeking review will demonstrate/describe:

- a) effective policies and procedures for management of the institution and its resources.
- b) informational materials provided to students and all other constituencies accurately and fairly describe the institution, its operation, and its programs.
- c) students are well served by business services and auxiliary institutional services (e.g., residence halls, food services).
- d) appropriate policy and procedures to assure due process in decision-making.
- e) adequate financial resources to sustain the academic program and enable the institution to fulfill its mission.
- f) adequate policies and practices to embrace cultural and ethnic diversity among faculty, staff and students.

2. Benchmark Two: The institution has systematic means for evaluating and improving the institution consistent with its mission and vision.

Benchmark Two examines institutional planning.

- a. Potential Patterns of Evidence to Demonstrate Compliance with Benchmark Two are:
- 1) adequate policies for effective administration and operation of the institution.
 - 2) effective holistic approaches to evaluation of programs, finance and budget, and institutional planning
 - 3) decision-making processes capable of responding effectively to both anticipated and unanticipated challenges to the institution.
 - 4) resource base capable of supporting objectives for improvement and renewal.
 - 5) evidence of institutional processes for visioning and planning.
 - 6) procedures to evaluate the effect of technology for the institution's operations.

3. Benchmark Three: The institution assures and advances student learning through ongoing programs to assess student learning, to recognize and promote teaching effectiveness, and to evaluate the currency and relevance of its curricular offerings.

Benchmark Three studies the academic program and assesses student learning.

- a. Potential Patterns of Evidence to Demonstrate Compliance with Benchmark Three are:
- 1) education programs leading to degrees and certificates marked by
 - a) courses of study that are defined, coherent, sequential and intellectually rigorous; and
 - b) intellectual interaction between student and student as well as between student and faculty.
 - 2) existence of and evaluation of programs to assess student learning assuring
 - a) proficiency in skills and competencies essential for all students within the institution and
 - b) a level of knowledge and skill mastery appropriate to the degree or certificate granted.
 - 3) good fit between the quantity and quality of the teaching staff and the curriculum. Demonstrates an adequate number of appropriate faculty to offer the institution's educational program.
 - 4) faculty commitment to ensuring the relevance of the curriculum and instructional methodologies to meet learning needs of students and other communities served by the institution.
 - 5) faculty processes to evaluate currency and effectiveness of curriculum
 - 6) programs to evaluate teaching with resources to support enhancing effectiveness.
 - 7) institutional support for co-curricular activities that contribute to student learning.
 - 8) evaluation of the appropriate use of technology to create or support the organization's learning environments.

An institution that offers undergraduate college or graduate degrees is not valued above one that offers diplomas or certificates when that institution is appropriate for its constituent and cultural base. Judgments about the value of an institution are based on the ability of the institution to serve its constituents and meet the needs of its region. The **level of quality**, how well an institution fulfills its mission, is of utmost importance.

The **educational level** of an institution is determined through a variety of criteria. These criteria include the educational level of students admitted to the institution; the qualifications of faculty members; available instructional and support resources; and, standards of practice in the culture. The most important criteria are the performance level of graduates (matriculating students) and the graduates' acceptance when enrolling in other institutions.

- 9) effective student service programs that support student growth and learning.
- 10) commitment to student understanding and use of information resources necessary to support effective learning.
- 11) adequate learning resources, services and facilities necessary for student learning and effective teaching.

4. Benchmark Four: The organization strategically plans for holistic faculty, staff and student development.

Guided by its mission, the institution motivates its constituents, particularly its faculty and students, to engage in a life of learning by providing an environment that supports spiritual, academic, social and physical development of the individual and community.

Benchmark Four addresses the people of the institution.

- a. Potential Patterns of Evidence to Demonstrate Compliance with Benchmark Four are:
 - 1) policies and practices that encourage reflective and creative inquiry by faculty and students.
 - 2) commitment to the capacity of all students to be lifelong, independent learners.
 - 3) academic programs that require the faculty and students (as appropriate to the level of the education program) to use scholarship and/or to participate in research as part of the program.
 - 4) support for faculty, students, administrators, and trustees to participate in professional organizations where appropriate and feasible.
 - 5) the institution supports and enhances the spiritual, physical and social development of faculty, staff, and students.

IBOE Affiliate Groups

I. Global Nazarene Education Consortium (GNEC)

A. *Manual ¶401. B. Global Nazarene Education Consortium*

401. There shall be a Global Nazarene Education Consortium composed of the president, principal, rector, or director (or his/her designated representative) of each International Board of Education institution of the Church of the Nazarene, regional education coordinators, education commissioner, Global Mission office director, and general superintendent in jurisdiction for the International Board of Education.

The consortium generally meets immediately prior to the General Assembly. The purpose of the meeting is multifaceted. It may include dissemination of information pertaining to all International Board of Education institutions, institutional and administrative development activities, and fostering inter-institutional communication, collaboration and cooperation.

B. *Manual ¶901.5. Nazarene Institutions of Higher Education* GLOBAL NAZARENE EDUCATION CONSORTIUM

Africa Region

Africa Nazarene University	Nairobi, Kenya
Nazarene Bible College of East Africa	Nairobi, Kenya
Nazarene Theological College	Honeydew, South Africa
Nazarene Theological College of Central Africa	Lilongwe, Malawi
Nazarene Theological Institute-ITN/NTI	Africa West Field
Seminário Nazareno de Cabo Verde	Praia, Santiago, Cabo Verde
Seminário Nazareno em Mozambique	Maputo, Mozambique
Southern Africa Nazarene University	Manzini, Swaziland

Asia-Pacific Region

Asia-Pacific Nazarene Theological Seminary	Kaytakling, Taytay, Philippines
Indonesia Nazarene Theological College	Yogyakarta, Indonesia
Japan Nazarene Theological Seminary	Tokyo, Japan
Korea Nazarene University	Cheonan City, South Korea
Melanesia Nazarene Bible College	Mount Hagen, Papua New Guinea
Melanesia Nazarene Teachers College	Mount Hagen, Papua New Guinea
Nazarene College of Nursing	Mount Hagen, Papua New Guinea
Nazarene Theological College	Thornlands, Queensland, Australia
Philippine Nazarene College	Benguet, Philippines
South Pacific Nazarene Theological College	Suva, Fiji Islands
Southeast Asia Nazarene Bible College	Mai Taeng, Chiang Mai, Thailand
Taiwan Nazarene Theological College	Peitou, Taiwan
Visayan Nazarene Bible College	Cebu City, Philippines

Eurasia Region

Eastern Mediterranean Nazarene Bible
College
European Nazarene College
Nazarene Nurses Training College
Nazarene Theological College—Manchester
South Asia Nazarene Bible College

Karak, Jordan
Büdingen, Switzerland
Washim, Maharashtra, India
Manchester, England
Bangalore, India

Mesoamerica Region

Caribbean Nazarene College
Instituto Biblico Nazareno
Séminaire Théologique Nazaréen d'Haiti
Seminario Nazareno de las Américas
Seminario Nazareno Dominicano
Seminario Nazareno Mexicano
Seminario Teológico Nazareno
Séminario Teológico Nazareno Cubano

Upper Santa Cruz, Trinidad
Cobán, Alta Verapaz, Guatemala
Petion-Ville, Haiti
San José, Costa Rica
Santo Domingo, Dominican Republic
Mexico City D.F., Mexico
Guatemala City, Guatemala
La Habana, Cuba

South America Region

Faculdade Nazarena do Brasil
Seminario Biblico Nazareno Chile
Seminario Nazareno del Área Central
Seminario Teologico Nazareno del Cono Sur
Seminario Teológico Nazareno del Perú
Seminário Teológico Nazareno do Brasil
Seminario Teológico Nazareno Sudamericano

Campinas, São Paulo, Brazil
Santiago, Chile
La Paz, Bolivia
Buenos Aires, Argentina
Chiclayo, Peru
Campinas, São Paulo, Brazil
Quito, Ecuador

USA/CANADA Region

Ambrose University
Eastern Nazarene College
MidAmerica Nazarene University
Mount Vernon Nazarene University
Nazarene Bible College
Nazarene Theological Seminary
Northwest Nazarene University
Olivet Nazarene University
Point Loma Nazarene University
Southern Nazarene University
Trevecca Nazarene University

Calgary, Alberta, Canada
Quincy, Massachusetts, USA
Olathe, Kansas, USA
Mount Vernon, Ohio, USA
Colorado Springs, Colorado, USA
Kansas City, Missouri, USA
Nampa, Idaho, USA
Bourbonnais, Illinois, USA
San Diego, California, USA
Bethany, Oklahoma, USA
Nashville, Tennessee, USA

II. IBOE Resources

A. ***Didache: Faithful Teaching***

Didache: Faithful Teaching is an online interdisciplinary academic journal exploring the intersections of Christian conviction, culture and education for the church of the Nazarene and other international Wesleyan communities in higher education.

Didache: Faithful Teaching is designed to foster a conversation among our diverse international communities of higher learning. It provides a new resource for smaller academic communities around the globe who have little access to scholarly sources and who may find this journal helpful in shaping their education endeavors.

An international review committee of scholars and educators guides the content of the journal. The editorial goal is to frame an academic conversation within an international context.

Articles and resources will address topics with

- An emphasis on Christian faith and practice,
- An awareness of cultural influences, and
- The exploration of educational practice and administration.

Scholars and educators from around the world who have little opportunity to publish in other settings will find this journal a new venue for their research and writing. Article submissions can include original research, insights from educational practice as well as book and resource reviews related to faithful teaching.

Didache: Faithful Teaching is offered online. The journal may be read online or downloaded for printing without cost. You may access *Didache: Faithful Teaching* the Church of the Nazarene at <http://didache.nazarene.org/>

B. **The Global Faculty Registry**

The Global Faculty Registry a professional and social networking site designed to resource Nazarene faculty globally. Any Nazarene faculty member, including Nazarenes serving in non-Nazarene institutions, is invited to join the registry. The registry is an opportunity to connect to others with similar research and teaching interests. It is also a place for developing faculty to identify mentors.

The Registry serves as a job and volunteer board for faculty and administrative positions available in the institutions. Individuals will be able to see positions listed by the various institutions and can then apply for them online.

C. **The Nazarene Graduate Student Fellowship**

The Nazarene Graduate Student Fellowship is an effort to foster acquaintances among, and interchange between, Nazarenes who are in

graduate programs (principally programs either at, or that lead to, the Ph.D. level). The Nazarene Graduate Student Fellowship also exists to cultivate a continuing close relationship between Nazarene graduate students and the Church of the Nazarene.

The Church of the Nazarene highly values Nazarene graduate students, whether they are preparing to serve through the denomination's educational institutions or not. They will bear witness to Christ through their chosen professions and as lay leaders in their local churches.

The Graduate Student Fellowship provides a forum for an exchange of ideas at

https://www.facebook.com/groups/172896476193514/profile_completion/

Nazarene graduate students who want to be listed as members of the Fellowship should request to join the group.

D. The Wesleyan-Holiness Digital Library (WHDL)

The Wesleyan-Holiness Digital Library is a free, multidisciplinary, open access, digital resource of books, literature, multimedia material, and archives collected into a single institutional repository initiated by the global Church of the Nazarene in response to the global need for access to resources for education, lifelong learning, and specifically ministerial preparation.

The development of the Wesleyan-Holiness Digital Library as a digital, open access resource will help fill the gap for those without adequate resources for their educational pursuits by providing a system for sharing and accessing resources across the globe. The multilingual, cross-discipline, and cross-cultural collection is developed and maintained to support international ministerial preparation, academic excellence, and spiritual development in the Wesleyan-Holiness tradition.

To access the Library, go to www.whdl.org.

III. Regional Education Councils

A. Africa Education Council: Association of Nazarene Education Systems in Africa (ANESA)

The Africa Region ANESA is composed of the regional education coordinator, the college/university presidents of Nazarene higher education institutions in Africa, field and distance education coordinators, the regional director, and field strategy coordinators. Meetings take place annually to discuss cooperation and collaboration as it relates to the ANESA Strategic Plan, institution development, and interaction between institutions. ANESA also provides a forum to discuss challenges facing the Church in Africa and possible solutions to address in a Biblical context.

B. USA/Canada Council of Education

The USA/Canada Council of Education is composed of the Education Commissioner and the college/university presidents of Nazarene higher education institutions in the United States and Canada. This group meets semi-annually and operates by consensus. They discuss areas of cooperation and collaboration and determine policy for interactions between the member institutions.

C. Asia/Pacific

D. Eurasia Education Council

The Eurasia Regional Education Council is comprised of all heads of institutions and chief academic officers. The group meets annually to consider matters of Educational philosophy and best practices for institutional development (faculty professional development, student development, and delivery models for successful completion of courses of study in context). The spirit of the EEC is one of collaboration and meaningful fraternity, where transparency nurtures institutional disclosure and mutual support. Theological coherency and institutional integrity are given high priority, and the development of strong interdependent connection between Education Providers, and integration of Education with other Regional Ministries is encouraged.

E. Mesoamerica

F. South America

Global Mission Department Policy and Procedures Manual

(Currently In Process of Revision)

Definition of Terms

Definition of Terms

In these definitions, an attempt has been made to be generic and not be limited to one particular geographic area or educational system. In your context, the terms may be used in a different manner. These definitions will help provide a common usage within this document and the Nazarene educational system.

Academic: Academic pertains to an institution which provides education and/or training.

Academic Quality: Academic quality is the characteristic of a course of study determined by the level to which the course of study fosters breadth, depth, and exposure to the widest possible range of academic discussion, through the openness of the institution and the course to inspection from the outside and through maintaining the standard of equivalence in award level within and across the disciplines.

Academic Review: An academic review is the portion of a comprehensive review indicated by Benchmarks 2-4 of the IBOE Quality and Missional review. Institutions that are accredited by third-party agencies and preparing for an IBOE Quality and Missional review may present the third-party self-study and report to satisfy Benchmarks 2-4 of the IBOE Quality and missional review.

Academic Staff or Faculty: The academic staff and/or faculty are those employees of the institution whose primary responsibility is instructional. Depending upon the academic setting, the academic staff or faculty include full-time and part-time staff as well as administrators who hold instructional appointments or are directly responsible for the academic administration of the institution. Members of the academic staff or faculty as a body may be formally constituted as the academic board or faculty or other appropriate name.

Accreditation or Validation: Accreditation or validation is the process of evaluation which concludes with a judgment as to whether an educational institution or a program (course of study) has met a set of pre-determined educational standards or criteria. The key element in this process is externality. Such a process is normally and most effectively carried out by a group of peers empowered to conduct such a review including persons external to the institution and program (course of study).

Accredited or Approved Status: Accredited or approved status is the outcome of an accreditation or validation process whereby an institution or program (course of study) has met a set of pre-determined standards or criteria in the judgment of a group of peers empowered to conduct such a review including persons external to the institution and program.

Adult Education: Adult education is further or higher education of students who are of post-secondary age.

Affiliation: Affiliation is a formal, documented relationship for the granting of degrees between an institution, which has external recognition to award degrees, and an institution which does not have this right, and for other mutually beneficial purposes.

Articulation: The plan for academic credit or equivalency established between two levels of instruction of the educational system or two educational institutions or systems which defines how students may transit from one to the other.

Authorized IBOE Institution: Authorized institutions have been created through legislative action of the General Assembly following application to the International Board of Education and are working in partnership with IBOE to become recognized established institutions.

Benchmarks: Benchmarks describe the standards to be evaluated in institutional self-study and IBOE Quality and missional reviews.

Bible College: An institution for preparation of ministers and Christian workers. Generally a Bible College offers only certificate and diploma programs.

Bi-vocational: Bi-vocational students are engaged in Christian ministry and secular employment simultaneously, usually having the secular employment financially underwrite engagement in ministry.

Certified Teacher: A certified teacher is a teacher who has earned credentials from an institution of higher education. This teacher qualification gives them authorization to teach at a specified level, content area or curricula in countries where authorization is required.

Charter to Award Degrees: A charter to award degrees is an instrument granting authority to award degrees which is given to an institution of higher education by the appropriate parliamentary or legislative body in the country or territory in which the institution is located and where such authority rests with the state or crown and can only be granted to an institution by charter. *A charter to award degrees may not in itself give any recognized academic standing to the degrees granted.* In jurisdictions where this limitation exists, institutions should seek relationships with external agencies or institutions which are chartered or otherwise empowered to authenticate academic standing or to grant degrees with academic standing.

Classroom: A classroom is a physical space devoted to instructional interaction between students and/or qualified instructors.

Comprehensive Review: A comprehensive review is an institutional self-study and IBOE team site-visit that addresses all four benchmarks of an IBOE Quality and Missional review. Comprehensive reviews are generally conducted for IBOE institutions that do not have third-party accreditation. The comprehensive review includes both a missional review and an academic review.

Contextualized Education: Contextualized education is educational activities or events that are related to and reflect the cultural/social/economic/religious situation in which the activities or events are undertaken.

Continuing Education: Continuing education is education offered to adults beyond their first qualification (e.g., degree, diploma, or certificate). Education talks place throughout the lifetime of the individual.

Course: A course is a discrete series of instructional activities or events which take place over a pre-determined amount of time conducted by a *qualified instructor* that contribute to an educational outcome delineated by a *curriculum*.

Course of Study or Program: A course of study or program is a formalized structure comprised of several discrete parts which together encompass the full range of elements necessary to fulfill the requirements for the awarding of a given qualification. Within the Church of the Nazarene, Course of Study generally refers to the approved foundational curriculum providing the minimal educational preparation for ordination by the Church of the Nazarene.

Credit: Credit is an indication that academic value is given for a course or a program. A unit to measure instruction input.

Curriculum: A curriculum is a formal series of courses offered by qualified instructors that facilitates the mastery of knowledge and/or skills to be evidenced by students and recognized by a certification of completion (i.e., diploma, degree, or certificate).

Degree: A degree is an award conferred by an institution of higher education with external recognition normally on the satisfactory completion of a course of study leading to the award.

Delivery System: The system used to provide education opportunities to students. The selection of a delivery system depends upon available resources and student needs. Residential campus, day or night school, extension centers, intensives, correspondence, video classes, intern (online) studies, can all be incorporated into a system.

Directed Study: Directed study is an educational delivery method undertaken by a student under the supervision of a qualified instructor.

Distance Learning: Distance learning is courses offered by means of a remote connection to the instructor and sponsoring institution.

Education: The process of instruction and training which brings about the development of an individual to the full potential of mind and ability.

Educational Institution: An educational institution is an institution which is designed to deliver a course of study or educational program. Educational institutions must have the institutional foundations necessary to ensure that any course of study they offer to students is delivered and assessed in such a way that the students are treated with equity and fairness, that the standards expected for any award are the same for the same awards without regard for the mode of delivery, and that the standards of the course are such that the course and institution enjoy public confidence.

Educational Quality: Educational quality is judged on the quality and effectiveness with which an institution achieves its stated purpose.

Electronic Media: The tools of radio, television, video, computer and internet which can be utilized to provide instruction and stimulate learning among students.

Emerging Institution: An emerging institution in the Church of the Nazarene is an educational institution which has received approval from the IBOE and the General Assembly (*Manual*, paragraph 400.2) but has not yet been recognized by the IBOE as an established institution.

Established Institution: An established institution in the Church of the Nazarene is an institution recognized by the IBOE which is under the governance of its duly constituted authorities.

Extension Center: An extension center is an administrative office for the coordinating of local instructional activities that are offered by a sponsoring institution; an off-campus site where classes are taught by a qualified instructor under the auspices of an educational institution.

Extension Classes: Extension classes are full classes taught off-campus by qualified instructors.

Extension Program: An extension program is a form of education offered by an educational institution under the full control of its faculty and administration, which may include on-campus components, but which is normally conducted elsewhere and often involves the use of adjunct academic staff.

First Degree: A first degree is awarded to a student who has satisfactorily completed an approved course of study equivalent to a first degree course in a university in the country in which an institution is based. A student entering such a course will have prior knowledge and skills, which will give a foundation to enable the student to successfully complete the minimum requirements for such a degree. The requirements would be those set forward by the external agency or external academic organization granting academic standing to the degrees offered by the denominational institution, and will have met the standards and educational aims of the degree-awarding institution or other body which grants the degree itself.

First Qualification: First qualification is the minimal academic qualification, which will allow a person to practice his or her vocation.

Formal Education: Formal education is knowledge and/or skills acquired or mastered by means of participation in structured educational curricula under the care of *qualified instructors*.

Franchise Agreement: A franchised agreement is an agreement between two institutions whereby one institution may choose to offer the academic course of another institution on its own site with its own academic staff and within its own individual context.

Franchised Course: A franchised course is a course offered by an agreement between two institutions whereby one institution may choose to offer the

academic course of another institution on its own site with its own academic staff and within its own individual context.

Further Education: Further education is education offered to adults who are of post-secondary age. Students in further education may or may not have completed a course in secondary education.

Global Nazarene Education Consortium (GNEC): The Global Nazarene Education Consortium is an affiliate group of the International Board of Education composed of the president, principal, rector, or director (or his/her designated representative) of each International Board of Education institution of the Church of the Nazarene, the regional education coordinators, the education commissioner, the Global Mission Director, and the responsible general superintendent for the International Board of Education.

Governing Documents: The governing documents of an institution are usually a constitution and bylaws of the institution. In some world areas articles of incorporation are used instead of a constitution. (See Section 3-35 for a detailed description of a constitution and bylaws.)

Graduate: A graduate is a student who has completed a post-secondary course of study at an undergraduate institution. Students who are graduates in any discipline will have succeeded in a course where the demands of breadth, rigors of critical thinking, exposure to opposing views, and levels of expertise are of the same standard as those achieved by graduates at the same level in any other subject or discipline.

Higher Education: Higher education is a post-secondary program or course of study which presupposes the completion of secondary education or its equivalent to the standard which would usually allow a student to gain admission to a university in the country in which an educational institution is based.

Hiram F. Reynolds Scholarship Fund: The Hiram F. Reynolds Scholarship Funds was established to provide funds for the development of faculty and administrators in the educational ministry of institutions under the direction of the Global Mission Department. It is designated for graduate studies, preferably in Nazarene institutions. Applications must be submitted annually through the regional office and are due on November 15 for the following institution year. Guidelines of who qualifies and to aid in the application procedure may be requested from the regional office. Members of the Hiram F Reynolds Endowment Funds Scholarship Committee are appointed by the Global Mission Director to serve between sessions of the general assembly.

Hybrid/Blended Courses: Hybrid or blended courses describe courses in which some of the classroom time with an instructor has been replaced by technology-mediated instruction. The hybrid or blended course can use the best features of both face-to-face and online learning.

Individual (Individualized) Study: Individualized study is an educational experience undertaken by student initiative with assessment by a qualified instructor.

Informal Education: Informal education is knowledge and/or skills acquired or mastered by means of experiences outside structured educational curricula.

Intensive: An intensive is a course in which the time frame of instructional contact is compressed.

Institutional Self-Study: An institutional self-study is an evaluation, appraisal or critical judgment by the institution itself of the quality of every significant aspect of the entire program. It is an objective evaluation that identifies weaknesses as well as strengths of the institution.

Level: The educational level or functional level of an institution is the agreed standard at which the instruction is provided. The judgment is based on the entry knowledge and/or skills of the entering students, the prevailing standards of the region, qualifications of the faculty, and the performance of matriculating students. Various levels of instruction may be labeled elementary, secondary, undergraduate and graduate. Appropriate awards given to students may indicate the level of instruction as well (e.g., certificate, diploma, degree).

Liberal Arts Education: A liberal arts education is formal education that provides students with the mastery of the knowledge and/or skills necessary to fully participate in social and cultural life and facilitates their human development and maturity.

Life-long Learning (formerly Continuing Education): Life-long learning is an individual's involvement in educational activities and/or events throughout life. Such involvement may consist of non-formal, informal, and formal education.

Master Teacher: A master teacher is an instructor (faculty member) who has completed pedagogical and discipline based studies required for certification as a "master teacher." A master teacher is certified to prepare pastor/teachers.

Missional Review: A missional review is the portion of an IBOE Quality and Missional review addressed in Benchmark 1. Its purpose is to address the clarity of institutional mission and how that mission demonstrates "the church in education." Non-accredited IBOE institutions will report on Benchmark 1-4 in their self-study. Accredited IBOE institutions will report on Benchmark 1 and submit the third-party accreditation self-study and report for Benchmarks 2-4.

Module: A module is a complete instructional unit containing all that is needed for the teaching of a course including syllabus, objectives, examinations, assignments, lecture notes, methodologies, electronic media, bibliography, supplemental readings, etc.

Multi-level Education: Multi-level education is the articulation of educational activities or events to facilitate the cumulative element in formal and informal education.

Non-formal Education: Non-formal education is knowledge and/or skills acquired or mastered by means of non-systematic experiences.

Open Education: Open education is any mode of delivery of assessed education which originates from an educational institution. It includes, but is not restricted to, such methods as distance education, extension education, correspondence instruction, intensive instruction at distant sites, electronic and online delivery of instruction, video conferencing lectures.

Ordination: The solemn act of confirmation by the elders and deacons of the church, led by a General Superintendent, which sets an individual apart as an elder or deacon to perform various religious rites and ceremonies. Ordination takes place after the ordinand has met the education requirements for ordination in the Church of the Nazarene as specified by the *Manual* (§ 527-528.1).

Pastor-Teacher: A pastor-teacher is a pastor who has received basic training in pedagogy and discipline content to facilitate student learning and is certified. A pastor-teacher is usually deployed as an instructor in an extension education model.

Postgraduate Degree: A postgraduate degree is normally awarded to a student who has a first degree, who has successfully completed the minimum requirements for such a degree set forward by the external agency or external academic organization granting academic standing to the degree offered by the denominational institution, and who meets the standards and educational aims of the institution or other body which grants the degree itself.

Post-secondary Education: Post-secondary education is any education offered to individuals who have completed secondary education or its equivalent. Post-secondary education includes higher education but is not restricted to it.

Quality Review: A Quality Review is the portion of the Quality and Missional review addressed in Benchmark 1. The purpose of the review is to verify the processes and findings of the institutional self-study and to prepare a report of conditions and suggestions for quality improvement of the institution.

Qualified Instructor: A qualified instructor is a certified pastor-teacher or master teacher.

Recognized Institution: A recognized institution is an emerging institution or an established institution of the IBOE that is meeting all of the requirements of an institution in the Church of the Nazarene.

Regional Education Coordinator: The regional education coordinator is the person designated to provide leadership to the educational institutions and activities of a church region in areas related to institutional and clergy development. The regional education coordinator gives guidance to institution board of trusts as needed/requested, in matters relating to the IBOE and Clergy Development global education initiatives, and as it relates to selection of the head of the institution. The regional education coordinator acts as an advocate of the institution. In Global Mission areas the regional education coordinator is responsible to the regional director. The regional education coordinator is invited to represent the needs and interests of their region in many denominational committees (e.g., IBOE, ICOSAC).

Secondary Education: Education subsequent to primary school up to the level at which students would normally be admitted to further or higher education.

Self-Study: An institutional self-study is an evaluation, appraisal or critical judgment by the institution itself of the quality of every significant aspect of the entire program and the clarity of the institutional mission and how the mission demonstrates "the church in education". It is an objective evaluation that identifies weaknesses as well as strengths of the institution.

Sponsoring Institution: A sponsoring institution is a school, college, or university that is authorized to offer curricula and grant certificates of completion (i.e., diploma, degree, or certificate) that makes its educational activities or events available to students that are geographically or culturally removed from the institution. This availability may be in cooperation with intermediary organizations such as districts, missions, or other educational institutions.

Student Assessment Policies: Student assessment policies are those formal, written policies by which an institution enables students to demonstrate that they have fulfilled the objectives of the program (course of study) and ensures that the academic standards and criteria of an award are maintained and applied with justice and equity to all students.

Teaching Qualification: A teaching qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher.

Theological Education: Theological education is the training of men and women to know and serve God by equipping them to carry out the ministries to which they were called. Theological education is an essential part of spiritual development and character formation. It also makes accessible to the individual the rich resources of the Christian faith, enabling the minister to serve humankind and meet societal needs in a redemptive manner. In the Church of the Nazarene, it is understood as the process of preparing an individual called by God to be a minister of the Gospel of Jesus Christ.

Transfer of Credit: Transfer of credit is the policy by which an institution is able to recognize previously completed work on the basis of criteria established by the receiving institution.

Undergraduate: An undergraduate is a student who is enrolled in but has not yet completed a course of study leading to a first degree or equivalent at a post-secondary institution of higher education.

University: An institution which offers accredited degree level instruction and research in more than one area of study.

Validation or Accreditation: Accreditation or validation is the process of evaluation which concludes with a judgment as to whether an educational institution or a program (course of study) has met a set of pre-determined educational standards or criteria. The key element in this process is externality.

Such a process is normally and most effectively carried out by a group of peers empowered to conduct such a review including persons external to the institution and program (course of study).

Virtual Education: Virtual education is the practice of teaching students remotely through courses taught entirely online and where physical distance between the student and instructor and between students is not relevant to the instruction or learning.