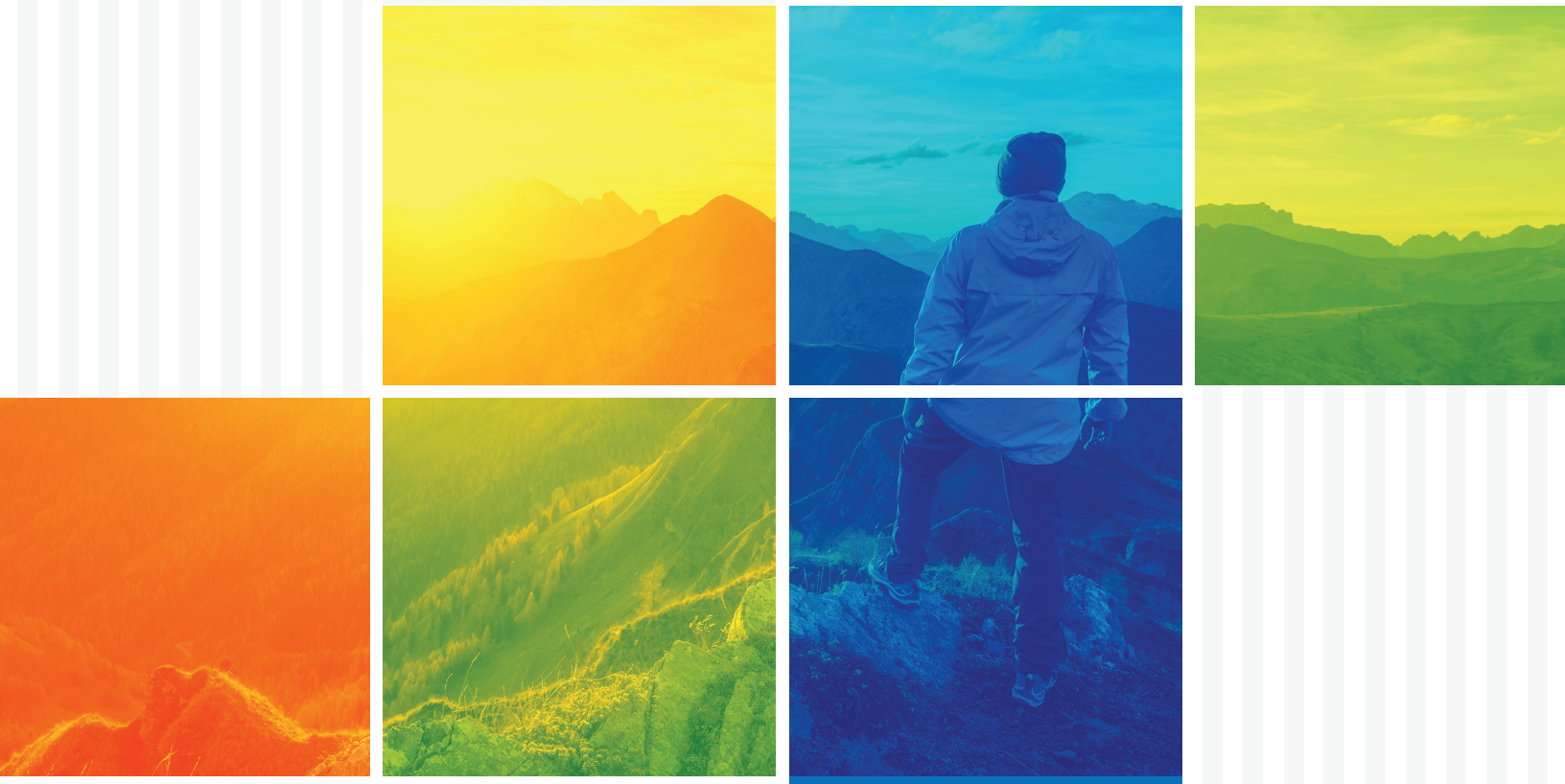
Elevate

Amplifying Higher Education

Higher Education Accreditation Program



Programmatic Accreditation Standards and Indicators for Teacher Education Programs

ACSI

STRONGER TOGETHER

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INTRODUCTION

The mission of the Association of Christian Schools International (ACSI) is ***to strengthen Christian schools and equip Christian educators worldwide as they prepare students academically and inspire them to become devoted followers of Jesus Christ.*** ACSI desires to become the leading international organization promoting Christian education and providing training and resources to Christian schools and Christian educators. This will result in institutions that:

- Contribute to the public good through effective teaching and learning.
- Are biblically sound, academically rigorous, socially engaged, and culturally relevant.
- Develop educators who embody a biblical worldview, engage in transformational teaching and discipleship, and embrace personal and professional growth.

Christian colleges and universities are integral in training teachers and administrators for Christian schools. Through the **Elevate: Higher Education Accreditation Program,** ACSI partners with Christian colleges and universities to accomplish our common vision. This collaboration engenders an ongoing dialogue about the development of educators who are equipped to serve in Christian schools around the world. Elevate accreditation for teacher education programs involves a formal evaluation process designed to assist them in developing a distinctive level of training. Graduates are eligible for an ACSI Teacher or Administrator Certificate, which will assist them in finding positions in Christian schools.

In 2019, ACSI published research on Flourishing School Culture. The resulting Flourishing School Culture Model (FSCM) details 35 validated constructs that provide K-12 schools with a concrete understanding of what leads to and results from a flourishing school culture. The independently reviewed Flourishing School Culture Instrument (FSCI) that supports the FSCM was endorsed as a "conceptually and technically sound" tool that offers "a multidimensional view of a school's culture from a variety of perspectives." While the FSCM was not based on research of higher education institutions, ACSI has identified the alignment of indicators throughout the Elevate protocol with the FSCM in order to highlight important ways that Christian colleges and universities can train future educators to learn, understand, and grow in certain areas that will support the FSCM and help those future educators enter their teaching careers within a Christian school ready to flourish and to support flourishing within their Christian school.

Elevate Accreditation Goals:

- Promote biblically based perspectives on the purpose of education, including a Christian philosophy of education.
- Provide opportunities for students to teach in Christian schools.
- Foster the spiritual formation in students, grounding students in the Word of God.
- Enhance institutional support for preparing students to teach Christianly with excellence while authentically integrating their faith in public or Christian school settings.
- Increase connections between higher education and EE-12 Christian schools, supporting a teacher and leader pipeline from Christian colleges/universities to Christian schools.
- Prepare future educators to flourish personally and lay the foundation for a flourishing classroom.

CONDITIONS OF ELIGIBILITY FOR PROGRAMMATIC ACCREDITATION

To be eligible for programmatic accreditation with ACSI, the teacher education program to be accredited must:

1. be from an ACSI member institution, in good standing.
2. be accredited by an agency recognized by the U.S. Department of Education or the Commission for Higher Education Accreditation [CHEA]. Institutions outside the United States must be recognized as an approved degree-granting institution by their ministry of education, or higher education commission equivalent to CHEA.
3. give evidence of its commitment to preparing educators and/or administrators for ministry in all areas of Christian education for which ACSI certificates are issued. This may be a track, cohort, or the entire teacher education program.
4. provide the opportunity for students to have observation, practicum, and student teaching experience in a Christian school setting.
5. produce graduates who reflect a pervasive Christian testimony and understand the following:
    - a biblical worldview
    - a Christian philosophy of education
    - biblical worldview integration in instruction
    - the distinctives of Christian schooling
    - academic and professional training
6. have been in existence a minimum of four years (five years for graduate programs).
7. have had a graduating class prior to bringing a visiting team onsite.
8. have a minimum of three (3) full-time faculty members or the equivalent FTE (two [2] for graduate programs).
9. ensure students involved in accredited programs complete a minimum six (6) semester hours in biblical studies.
10. ensure appropriate levels of professional and general studies are completed for each degree as set by the standards for ACSI certification.
11. ensure students and faculty involved in Elevate sign ACSI's statement of faith (See page 5).

ACSI STATEMENT OF FAITH

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16; 2 Peter 1:21).
2. We believe there is one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
3. We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35), His sinless life (Hebrews 4:15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9), His Resurrection (John 11:25; 1 Corinthians 15:4), His Ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11; Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone are we saved (John 3:16-19, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; that they are saved unto the resurrection of life, and that they are lost unto the resurrection of condemnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 2:12-13; Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18).
8. We believe that the term *marriage* has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18, 7:2-5; Hebrews 13:4). We believe that God's command is that there be no sexual intimacy outside of or apart from marriage between a man and a woman.
9. We believe that God wonderfully foreordained and immutably created each person as either male or female in conformity with their biological sex. These two distinct yet complementary genders together reflect the image and nature of God (Genesis 1:26-27).

PROCESS FOR PROGRAMMATIC ACCREDITATION

STEP 1 – Teacher Education Program – College/University (initial applicant)

Submit the following to ACSI through ACSI's digital platform:

1. Application for Elevate Accreditation (an application fee will be invoiced upon review)
2. Letter from the institution's president or chief academic officer stating their desire to have the teacher education program accredited by ACSI.
3. Summary (not more than two pages) stating why the program is seeking programmatic accreditation with ACSI.
4. Electronic copy of the current college/university catalog.

STEP 2 – ACSI Accreditation Representative(s)

1. ACSI will review the institution's application with the representatives from the institution via electronic meeting. It will be determined at that time if a candidacy visit is needed.
2. If an on-site candidacy visit is needed, ACSI will work with the institution to determine dates for that visit. A candidacy visit usually consists of one person from ACSI OR the person who is likely to chair the visit. The expenses for that visit are to be paid by the institution. It may be a one- or two-day visit.
3. Once the candidacy visit is complete (or determined not to be needed), and if the institution is placed into candidacy, a timeline will be set for the team visit. This may be up to three (3) years, depending on the teacher education program's readiness for a team visit. When appropriate, the institution will be asked to submit three (3) potential dates for the team visit. ACSI will confirm the dates and select the team.

STEP 3 – Teacher Education Program – College/University

1. Complete a self-study of the accreditation standards to be submitted to ACSI six (6) weeks prior to the team visit through the digital platform. (General areas of the self-study are explained beginning on pg. 6.)
2. Host an on-site visiting team. (This includes covering the cost for transportation, lodging, and meals for each member of the team while they are on campus.)

STEP 4 – After the visit

1. The chair of the visiting team submits the final report to ACSI through the digital platform within four weeks after the visit. The institution receives a draft copy of the report after it is edited.
2. The ACSI staff will submit the edited report to the ACSI Commission on Accreditation for its review and approval.
3. Upon approval by the Commission, ACSI will send the institution a copy of the official report and certificate of accreditation.
4. The teacher education program will be responsible for submitting an annual report to ACSI through the digital platform. There is also an annual administrative fee based on the size of the teacher education program.

STEP 5 – Post-Visit Services and Benefits

1. At the time of graduation, the institution will provide each graduate with the online ACSI certification application link and voucher code provided by ACSI (which will waive the fee for each graduate's first certificate). Each student needs to complete and submit the application, uploading a copy of their final transcript showing degree and date granted.
2. ACSI will list the institution as an approved teacher education program, visible to high school constituents looking for outstanding teacher education programs and EE-12 institutions looking for Christian teacher graduates.
3. Purposeful Design Publications will provide a limited number of textbooks for a variety of subjects and grade levels for the university's curriculum library at no cost. For institutions outside the Unites States, shipping is not included.
4. Accredited program faculty members will have access to ACSI PD Online. The number of faculty included varies according to the size of the institution's teacher education program. These videos can be used for teaching in the college classroom or as reference material for faculty/students.
5. ACSI will consider accredited program faculty and students as potential ACSI Higher Education Professional Development Partners (for the development of online content for ACSI PD and approval to present at ACSI PD events).

SELF-STUDY REPORT

The report of the institution's self-study of the Elevate accreditation standards should be written with broad participation of the teacher education program's constituency (faculty, staff, students, cooperating schools, and schools where graduates have recently become employed).

In many cases, much of the needed assessment data may be readily available to the program as a result of the institution's prior accreditation visits from CHEA-recognized organizations. Programs may use documentation from those earlier visits to assemble the needed components for self-assessment. ACSI representatives are available to consult concerning the compilation of requirements.

The report will include the following sections. Using ACSI's digital accreditation platform, these sections are created for the school. The following description is for information purposes only, to let colleges know what is included in the report.

The following description is for a full initial visit. (Ten-Year Renewal and Midterm visit information is included in Appendix A.)

1. Introduction

Introductory Remarks (please include current institutional or department level accreditations)

   a. A list of all majors/degree programs to be included in the program's accredited status

   b. Description of the self-study process (parties involved, process of gathering data and developing the report)

2. Demographic Overview

   a. Enrollment Information (include information for all programs to be included in accreditation; specify by campus if applicable)

   b. Student demographics (geographic communities served, socioeconomic levels, cultural descriptors, educational backgrounds, gender)

   c. Faculty demographics

   d. Select summary data that best represents the overall picture of student accomplishments for the past three years (assessment data of students, success of graduates, hiring rates, surveys of students, supervising teachers, or employers)

3. Philosophy, mission, vision, core values of the university and the teacher education program

4. Brief history of the institution and the teacher education program:

   a. The institution's founding and any significant transitions

   b. The establishment and development of the teacher education program, distinguishing between elementary and secondary.

   c. For the secondary program, present statistics for the number of majors in each academic discipline

   d. Any substantive change(s) since the last accreditation visit

5. Previous recommendations and updates on progress for each (for renewal visits only)

6. Standards

a. Indicator ratings (See Appendix A for modifications appropriate for Midterm visits.)

b. Standard Overview, discussing how the program meets the standards, including a discussion of the most important data from that standard (all actual evidence is to be attached electronically)

c. Highlight 2–3 strengths and how they will be maintained or even developed

d. Identify 1–3 areas for improvement and state how they will be addressed

7. Conclusions, including priorities for the teacher education program to address

Evidence

Most of the evidence will be organized electronically through the digital platform. This should be available six weeks prior to a team visit. If there are items that can only be viewed in person on-site, those should be available to the team in the workroom. These might include anything with sensitive information or anything that is too large to supply electronically. Please note where confidential items (e.g., student, personnel, or financial records) may be viewed.

Each item of evidence will be attached to a specific indicator. Clearly title each piece of evidence to assist the visiting team in determining the applicability of the evidence to the indicator. Items may be copied to more than one place on the digital platform. If one page from a handbook or the website contains the evidence to be viewed, it is best to copy just that page (using a PDF) and not attach a whole handbook. At other times, the entire handbook may be an appropriate choice. **Please note:** The list of evidence provided within each standard may not be exhaustive; rather, it serves as a starting point for items that can be used to demonstrate effectiveness at meeting the indicators.

There are no rubrics for specific indicators. Use the general rubric below for rating each indicator. Choose the level which comes closest to describing the indicator for the program.

1	2	3	4
Ineffective	***Somewhat Effective***	***Effective***	***Highly Effective***
• The trait either doesn't exist or is rarely observed. • If it does exist, there may be some significant problems in this area. • Needs improvement to meet the basic standard.	• The trait is not consistently observed, or by only some teachers/staff. • There are no significant deficiencies, but this area needs improvement. • Policies may be in practice but not in writing, or may be in writing but not implemented consistently. • Training is inconsistent.	• The trait is observed consistently in its implementation. • Policies are found in writing and implemented consistently. • Results are documented and communicated, and items are reviewed regularly. • Training occurs as needed. • A review process has been developed.	• The trait is consistent across levels and faculty. • The trait is well-supervised for fidelity and there is care in implementation by leadership. • Staff go above and beyond requirements. • Results are consistently documented, evaluated, communicated, and used for program improvement. • Training is regular/ongoing. • Related policies are regularly reviewed, carefully implemented, and updated as needed.

SAMPLE VISIT SCHEDULE – INITIAL VISIT

A large teacher education program may need a slightly longer visit or slightly larger team. Adjustments for Midterm visits are included in Appendix A.

Day 1

3:30 p.m.	Arrival of team; check in to hotel	
4:00 p.m.	Campus Tour *(pick up from hotel lobby)* *(include library and curriculum library)*	
5:30 p.m.	Dinner with education program leadership team/key staff	

Day 2

Breakfast at hotel

8:00 a.m.	Pick up at hotel lobby	
8:30 a.m.	Meet with ed program leadership	Conf. Room
9:00 a.m.	Teamwork or class observation	Conf. Room/E 2250
10:30 a.m.	Education faculty focus group	E 2252
11:00 a.m.	Teamwork or class observation	Conf. Room/E 2254
12:00 p.m.	Lunch with students	Private Room
1:30 p.m.	Interview – provost	Admin. Hall
2:30 p.m.	Teamwork	Conf. Room
3:15 p.m.	Online students phone conference	Virtual/phone
4:30 p.m.	K-12 administrators, cooperating teachers	E 2238
5:15 p.m.	Student teachers focus group	E 2090
6:00 p.m.	Return to hotel for dinner	Conf. Room in Hotel

Day 3

Breakfast at hotel

8:30 a.m.	Pick up at hotel lobby
9:00 a.m.	Classroom observations/individual meetings (as necessary) Follow-up visits and preparation of Exit Report
12:00 p.m.	Lunch
2:00 p.m.	Exit Report (draft of basic recommendations)
3:00 p.m.	Team departs

Each team member will need a schedule, map with room numbers, list of education faculty, list of interviewees, and any significant support personnel and contact information needed. The workroom needs to have internet access, outlets, and be private for confidential conversations.

ELEVATE ACCREDITATION STANDARDS

Standard One: Foundations and Objectives

The program has developed written statements of philosophy, vision, mission, beliefs, and core values, as well as a statement of faith that fits the overall mission of the college or university. These foundational documents are well-defined and systematically reviewed during each accreditation cycle. They outline the institution's Christian distinctives and communicate a clear purpose and direction for program effectiveness and student growth and development. Objectives of the program include developing competencies and perspectives that allow graduates to teach in ways that authentically integrate their faith in public or Christian school settings and develop skills to promote spiritual formation in students.

Indicators:

1.1 The foundational documents of the teacher education program are reviewed regularly throughout each accreditation cycle and updated with input from various stakeholder groups.

1.2 Student and staff documents validate that the foundational beliefs and biblical principles are truly in operation in policy and practice.

1.3 The Christian distinctives of the teacher education program are reviewed regularly throughout each accreditation cycle with input from faculty, students, graduates, and other applicable stakeholders.

1.4 Program effectiveness is demonstrated through testimonials or other forms of feedback that graduates contribute to the public good through effective teaching in ways that authentically integrate their faith in public and/or Christian school settings.

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: Integrated Worldview**
- **Relationships Domain: Christlike Teachers, Community Engagement**

1.5 Graduates demonstrate biblical literacy, academic preparation, social engagement, and cultural awareness.

ACSI Flourishing School Culture Model Alignment:

- **Relationships Domain: Christlike Teachers, Community Engagement**
- **Expertise and Resources Domain: Qualified Staff**

1.6 The teacher education program intentionally connects with EE-12 Christian schools in ways that support the broader Christian education movement.

Evidence:

1. Faculty/staff handbook(s); student handbook(s)
2. Sample course syllabi (indicating Christian philosophy of education and a biblical worldview throughout courses)
3. Minutes from review meetings
4. Feedback instruments
5. Summative conclusions from interviews/surveys of graduates, employers, community leaders, parents,

colleagues, etc.

6. Survey results from graduates and other stakeholders, testimonials, and/or additional data on graduates, such as results of the most recent follow-up studies made of teacher education graduates, which can be used as evidence for such things as biblical literacy, academic preparation, social engagement, cultural awareness, and effectiveness in teaching. Include any satisfaction surveys, competency assessments, alumni tracking or other measures of success tracked by the college
7. Documentation from in-service programs faculty have provided for EE-12 Christian schools, research projects conducted with EE-12 Christian schools, or other ways faculty have been involved in supporting EE-12 Christian schools
8. Handbooks, policies, schedules, lesson plans not covered specifically above

Standard Two: Personnel

All personnel involved in the teacher education program (or portion of the program being evaluated) are Christian. They are competent, dedicated, and well-qualified for their assigned responsibilities. They are committed to the written philosophy, mission, vision, and core values, and they engage in ongoing professional development that will assist in the process of continual growth in student learning and the educational course of the institution through a biblical worldview perspective. The administrative, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

Indicators:

2.1 All faculty are Christians and have an active Christian testimony. Faculty members agree to ACSI's statement of faith.

2.2 Faculty and staff are competent, properly degreed, and well-qualified for their assigned responsibilities.

2.3 Faculty and staff are trained for any specialized roles they fulfill, such as advising students, supporting student groups, and mentoring new faculty, as needed.

2.4 All faculty are involved in ongoing, documented professional development that contains instruction in biblical worldview development, biblical integration, pedagogy, and any specific area of expertise.

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: Integrated Worldview**

2.5 The faculty, administrative, and support staff are sufficient in number and in training to adequately meet the needs of the students admitted into the program(s) (instruction, supervision, advising, and administration).

Evidence:

1. Faculty agreement with ACSI's statement of faith
2. Complete CVs for the education program faculty, documenting educational background; experience, including type and length; and courses taught, past and present. Include all full- and part-time faculty in the teacher education program, and a sampling of co-curricular faculty teaching in related fields
3. Criteria for hiring faculty
4. Current teaching schedule and responsibilities of each faculty member within the program
5. Documentation indicating adequate and qualified staffing to support the program (indicating appropriate training for specific teaching responsibilities or specialized roles such as advising or counseling students, mentoring new faculty, and/or supporting student groups)
6. Description/schedule for faculty growth and enrichment both institutionally and within the teacher education program, including training in biblical worldview development, biblical integration, pedagogy, and any specific area of expertise
7. Systems and procedures for evaluating the faculty

Standard Three: Instructional Program

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, program outcomes, a variety of effective instructional strategies, biblical integration, adequate resources, and appropriate assessments that are based on research and quality practices.

Indicators:

3.1 The teacher education program has clearly identified goals and objectives that reflect the core values of the program.

ACSI Flourishing School Culture Model Alignment:

- **Expertise and Resources Domain: Qualified Staff**

3.2 Course outlines are well-designed and include 1) a connection to the program goals; 2) specific course objectives; 3) biblical worldview elements; and 4) assessments that align to the specific course content and objectives.

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: Integrated Worldview**
- **Expertise & Resources Domain: Qualified Staff**

3.3 Instructional strategies model for students a variety of research-based techniques which help prepare them to apply the strategies in professional practice.

ACSI Flourishing School Culture Model Alignment:

- **Teaching & Learning Domain: Best Practice Orientation**
- **Expertise and Resources Domain: Qualified Staff**

3.4 Courses are taught in a sequence that prepares students for pre-service teaching. Among these competencies, students are prepared for collaboration with others, classroom management, sensitivity to diverse populations, foundations of reading, biblically based lesson and unit planning, assessment, data analysis, and integration of technology.

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: Holistic Teaching**
- **Relationships Domain: Caring Environment**
- **Teaching & Learning Domain: Best Practice Orientation, Behaviors for Learning, Collaboration**
- **Expertise & Resources Domain: Responsiveness to Special Needs**

3.5 A Christian Philosophy of Education (CPoE) course is required for all students receiving an ACSI teaching certificate. Each CPoE course: 1) includes the distinctives of Christian views on epistemology, metaphysics, and axiology and the implications for the practice of education that is Christian; 2) requires a written personal CPoE from a biblical perspective; and 3) requires students to show how to biblically integrate in various content areas. *The institution has the option to spread these requirements across multiple courses. In doing so, the institution must track where each*

required element is provided during a student's progression through the program.

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: Integrated Worldview**

3.6 Students complete a minimum of six hours of approved biblical studies, which include courses clearly focused on the content of Scriptures, such as Bible survey courses (OT/NT, Bible books, Pentateuch, the Gospels, etc.), Bible doctrines, theology, hermeneutics, apologetics, etc. (Students who do not complete the requisite number of biblical studies may be issued a temporary certificate upon completion of the program.)

ACSI Flourishing School Culture Model Alignment:

- **Purpose Domain: God's Story**

3.7 Faculty members relate well to students, providing them with individual guidance, discipleship, and advising services.

3.8 The program communicates well with other departments in the institution to ensure students majoring in content areas are fully informed concerning opportunities and requirements in order to complete a teacher certification program in their field of study.

3.9 Pre-service teachers experience field experience in both Christian and public school settings at some point throughout the teacher education program.

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

3.10 The teacher education program monitors student progression through their pre-service programs and uses data to determine readiness for student teaching.

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

3.11 Student teaching is equivalent, at minimum, to the requirement for the state/government entity.

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

3.12 Criteria for successful student teaching are clearly articulated and thoroughly evaluated by the teacher education program and the cooperating school.

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

3.13 Courses that fulfill the same requirement, regardless of slight differences in name, course number, or modality, maintain consistent rigor and core objectives and ensure authenticity of student work.

Evidence:

1. Goals and objectives of the program, with connections to the core values of the program
2. Course catalog, degree completion plans, and/or other documentation of requirements for an education

major in each field of study, including course descriptions (course syllabi should be available electronically for the visiting team.) Note: the institution should provide evidence from a variety of assessment strategies to help ensure students grasp appropriate content, concepts, and skills

3. Evidence of research-based instructional strategies, such as faculty observation, evaluation, and training documentation
4. Documentation (syllabi, etc.) demonstrating how the program trains teacher candidates in current best practices, such as classroom management, sensitivity to diverse populations, foundations of reading, assessment, the use of data to improve instruction, and integration of technology
5. Samples of the degree program planning sheets for each major showing the typical schedule for each year to meet the requirements for all ACSI certification areas (including Bible courses)
6. The complete syllabus for the Christian philosophy of education course, or the course in which the material is covered, including a bibliography of required reading
7. Evidence of how biblical integration is taught and modeled to students in order for them to be able to develop lessons that are distinctively Christian
8. Meeting schedules, faculty availability, student surveys, and/or other documentation demonstrating faculty relationships with students (including guidance, discipleship, and advising)
9. If the education program has cooperative majors with other departments such as music education, physical education, etc., documentation of the relationship of these majors to the education department, communication and coordination between departments, and who supervises students shared between departments
10. Documentation of required and optional field experience opportunities students are given to gain classroom experience prior to student teaching, including Christian school experiences
11. Student teaching handbook, or other documentation, that describes the philosophy, organization, procedures, selection of schools and cooperating teachers, placement of students, supervision, and criteria for successful student teaching. Indicate the number of times each student is observed, by whom, what conferences are held, and what written reports are placed on file
12. Assessment, survey, and/or other feedback data on student teachers
13. Documentation that courses are equivalent regardless of mode of delivery and any modifications that are made for different modalities
14. Policies that pertain to authenticity of student work

Standard Four: Admissions and Student Support

The admission and retention policy of the program is consistent with the institution's mission and vision. The program has a well-thought-out process that includes several steps to ensure students are in their area of calling, capability, and commitment.

Indicators:

4.1 The teacher education program has clearly defined policies for admission and retention of students. Policies and procedures related to academic/professional standards, probation, dismissal procedures, and due process for students are published and carefully followed.

4.2 The program utilizes procedures to retain admitted students in a non-discriminatory manner, ensuring students are retained at the same rate (or better) as students in comparable universities and in similar programs.

4.3 The institution demonstrates a commitment to care for the whole person by utilizing needs assessment tools and interventions for spiritual, physical, intellectual, emotional, and social well-being.

ACSI Flourishing School Culture Model Alignment:

- **Well-Being Domain: Stress**

4.4 The teacher education program participates in the institution's transfer of credit process to evaluate incoming students' applicable records.

4.5 An academic advising system exists for teacher education students from the point of recruitment to graduation, assisting students in academic and career counseling.

4.6 The teacher education program regularly gathers data from students regarding their satisfaction in the program in order to make improvements and better retain students.

Evidence:

1. Admission policies and procedures for students entering the program, including transfer of credit policies as well as how students are evaluated to ensure they are good candidates to remain in the program
2. Documentation of how transfer students are able to meet all ACSI requirements prior to graduation:
    a. Non-education majors from other institutions
    b. Education majors from other institutions
    c. Non-education majors from this institution
3. Policies outlining academic/professional standards and requirements for education students to remain/continue in the program, including due process procedures for students in the teacher education program
4. Evidence of how students who do not show the potential for being successful teachers are counseled and encouraged to seek another major
5. Documentation of retention and completion rates
6. Evidence of caring for the whole student, including assessment tools/interventions, as well as support of the spiritual, physical, intellectual, emotional and social well-being of those admitted into the program
7. Documentation on advising practices for students of all levels in the program
8. Data from student feedback admitted into the program

Standard Five: Library, Media, and Technology Services

The library, media, and technology services exist to carry out the mission of the program by supporting the instructional program with ample and appropriate print, media, and technology resources as well as qualified staff to provide effective services to students and faculty.

Indicators:

5.1 Access to resources, including those from a Christian perspective, is sufficient to provide appropriate materials for research, completion of projects, and a general understanding of concepts. Qualified support personnel are available to assist students to successfully access media of all types.

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

5.2 A separate section for educational resources is provided for those involved in the teacher education program (this could be a separate curriculum library or a section of the library that contains student materials and teacher resources materials).

ACSI Flourishing School Culture Model Alignment:

- **Expertise & Resources Domain: Qualified Staff**

5.3 Faculty members, students, and/or other relevant stakeholders provide input into the selection of instructional and information resources that support teaching and learning.

5.4 The institution and/or teacher education program have written policies and procedures that articulate acceptable usage of technology, protect student privacy, and encourage a Christlike culture in the way individuals interact through digital platforms. These policies are widely communicated and affirmed by faculty and students.

5.5 Students and staff are trained in the proper use of resources, including artificial intelligence, to promote academic integrity.

Evidence:

1. Documentation of the adequacy of library holdings in the areas listed below (both physical and digital). Distinguish between holdings in general education and Christian school education as well as a variety of other perspectives
    a. Book and reference material
    b. Periodicals
    c. Curriculum lab materials
    d. Other media: hardware, software, supplies, etc.
    e. Books and periodicals for secondary majors in their respective disciplines
2. Records of trainings for how students are encouraged to make maximum use of the library, curriculum lab, and media center, including online resources and repositories. Provide evidence that materials are accessible, up-to-date, and adequately supported by staff
3. Meeting minutes, forms, communication, or other documentation demonstrating how the teacher education program has input into the library holdings and collaborates with relevant co-curricular programs

4. Published policies and procedures addressing acceptable usage of technology, privacy of data, and Christlike interaction on digital platforms, including affirmation statements for faculty and students
5. Training materials on proper use of resources, including artificial intelligence, and other resources that promote academic integrity

Standard Six: Finances

The teacher education program has a budget that can support the effectiveness and development of a strong program.

Indicators:

6.1 Financial resources are sufficient to fulfill the goals and objectives of the teacher education program, including, but not limited to, staffing, resources for teaching and learning, and other initiatives.

6.2 The head of the teacher education program has input into the development of the departmental budget, including current and future budgetary needs.

6.3 The budget is managed appropriately, in accordance with the stated goals and objectives of the teacher education program.

Evidence:

1. A copy of the teacher education program budget for the past three years, including the current budget. Provide an assessment of the adequacy and areas of need within the budget for activities, resources, and staff. (If there are separate budgets, include the library/curriculum lab budget and the media budget.)
2. Spending reports, purchasing plans, and future priorities
3. Meeting minutes, forms, communication pieces, and/or other documentation demonstrating that the head of the teacher education program input is utilized in budgeting
4. Evidence of adjusted budgets and staffing adjustments made in recent years based on teacher education program input
5. Evidence of transparency regarding any additional student fees related to the teacher education program, if applicable

Standard Seven: Continuous Program Improvement

The program has developed an improvement plan that includes specific long-range and short-range goals and plans, including faith-based goals/outcomes; strategies for reaching these goals; and assessment, analysis, and reporting procedures to determine how goals are being achieved.

Indicators:

7.1 The ongoing planning process is collaborative, and it includes opportunities for input from various stakeholders. The continuous improvement plan is developed by utilizing a variety of organizational, outcome, and stakeholder data.

7.2 The continuous improvement plan for the teacher education program contains both short-term (1–2 years) and long-term (3–5 years) goals. Each goal includes action items for completion and is supported with necessary resources.

7.3 The program reviews, evaluates, and revises the improvement plan annually and regularly communicates the status of program improvements to stakeholders.

7.4 The continuous improvement plan directly supports the Christian mission of the teacher education program.

Evidence:

1. Program assessment documents and data
2. Survey and/or other feedback documents
3. Improvement cycle documentation
4. A copy of the current program improvement plan. This should include:
    a. Long-range/short-range goals, including action items and resources for completion
    b. Justification statement for each goal, articulating how the goal supports the mission of the program
5. Measurement/evaluation tool and/or feedback data on the improvement plan
6. Annual reports and/or other methods of communication regarding progress on the improvement plan

Conclusions:

The conclusion section will ask for overall conclusions drawn from the self-assessment, including priorities for the teacher education program to address

APPENDIX A – VARIATIONS FOR INITIAL, MIDTERM, AND RENEWAL VISITS

Report Expectations	Initial Visit	Midterm Visit – 5 years	Renewal Visit – 10 years
Ratings	All indicators must be rated by the school and the team. Commendations and recommendations will be generated so the ratings of each indicator will matter. Both schools and teams will spend time determining what the rating should be, to the best of their ability.	The ratings should focus on "Met" (3) and "Not Met" (2). If the school or team wants to call attention to a particularly strong item, use (4) "Exceeds Compliance." Ratings are not the primary focus. The focus is primarily to check that nothing has slipped in the last 5 years. If there are a few indicators that the school/team does not feel that they can accurately rate, they may skip them and explain that in the narrative.	All indicators must be rated by the school and the team. There will be new commendations and recommendations, so the ratings of each indicator will matter. Both schools and teams will spend time determining what the rating should be, to the best of their ability.
Narratives Including Observations and Conclusions about Education Program	Explanation is expected for each standard, with details and quotes if possible. Observations and interviews cover as many areas as possible. Narratives provide context for commendations and recommendations to follow.	Less detail is expected. Focus is more on anything that has changed. If a standard has experienced little change, it may be very short. Observations and interviews target previous recommendations and substantive changes.	Spot check that most aspects are the same. Narrative does not have to be as long as an initial visit but will be adequate for each standard to assure compliance. Observations and interviews spot check all aspects of the program but may not be as comprehensive as an initial visit.
Previous Recommendations	None	Very important, these need to be verified by the team. Not all previous rec's have to be complete but all must be addressed.	Very important, these need to be verified by the team as complete or a thorough explanation of why direction has changed.
Recent Changes	None	Describe these and analyze the effect on the program, especially in the light of certifications that might be affected or changes to the teacher ed program.	Describe these and analyze the effect on the program, especially in the light of certifications that might be affected or changes to the teacher ed program.
Faculty Credentials	All credentials need to be checked.	Focus on new faculty only, may spot check any that were in question from original report.	Spot check that faculty records are still in compliance. Check all new faculty.
Certification Requirements, Christian Philosophy of Ed.	Review of requirements is thorough. Review sample syllabi for courses in various disciplines and all the CPoE course(s).	Focus is on elements that have changed that may impact related courses or certificates. Provide syllabi for new courses, or those that have changed.	Focus on elements that have changed that may impact related courses or certificates. Review should include a spot check that all others are still in compliance. Some programs have undoubtedly changed.
Recommendations	A substantial list would be expected unless the program is already stellar. Suggestions are allowed, but Teacher Ed program will not have to report on these annually.	The focus should be on recommendations from the previous visit. New recommendations don't have to be generated but if something comes up, new ones MAY be added. (should be limited)	Recommendations should come from thorough self-assessment and team review. These should reflect significant growth goals for the next 10 years.

Report and Evidence

ACSI supplies a digital platform for the institution's visit report for all types of visits (Initial, Midterm, and Ten-Year Renewals). The digital platform allows you to enter the information, narratives, and ratings and attach evidence directly into the platform. The report format is handled through the digital platform. Once it is submitted, the visiting team has access to the narrative sections and any evidence the college has uploaded to that platform.

It is acceptable to upload evidence that was prepared for another accrediting agency as long as it is still relevant at the time of the visit. For some evidence that was prepared for another agency, an additional document explaining the biblical perspective may need to be added. For other types of evidence, such as a course syllabus, the faith-based elements should be evident right in the document.

Initial Visits – supply all the evidence listed at the end of each standard.

Midterm Visits – supply only the evidence that relates to the recommendations, changes in the program, new courses, syllabi, assessment systems, programs, faculty, etc.

Ten-Year Renewal Visits – supply all evidence listed in order to verify that the program is substantially in compliance OR that the changes that have occurred still meet the standards. A visit may be slightly shorter because a team may only spot-check certain items like course syllabi and teacher credentials on a renewal visit. Also, the team may not choose to observe as many classes as an initial visit.

Scheduling

Initial Visits – Sample schedule on page 10

Midterm Visits – approximately 1.5 days. Suggested modifications below: (see chart on previous page)

Day 1	Tour, meet with Education Program Leadership
	Meet with Teacher Education Program Faculty
	Observe classes
	See evidence such as faculty files, assessments, curriculum materials
	Meet with current students and student teachers, if possible
	Meet with Provost, if possible
	After school, meet with K-12 cooperating teachers or administrators
	Dinner and worktime
Day 2	Interviews, supply missing evidence or information
	Finalize report
	Present report to Education Program Leadership
	Depart by noon

Ten-Year Renewal Visits – similar to the initial visit schedule, page 10

APPENDIX B: INSTITUTION SELF-STUDY PROCESS OVERVIEW

As you engage in the self-study process, bear in mind the goals of the Elevate Accreditation Program:

- Promote biblically based perspectives on the purpose of education, including a Christian philosophy of education.
- Provide opportunities for students to teach in Christian schools.
- Foster the spiritual formation in students, grounding students in the Word of God.
- Enhance institutional support for preparing students to teach Christianly with excellence and authentically integrate their faith in public or Christian school settings.
- Increase connections between higher education and EE-12 Christian schools, supporting a teacher and leader pipeline from Christian colleges/universities to Christian schools.
- Prepare future educators to flourish in Christian school settings.

Also pay particular attention to the alignment of various indicators to ACSI's Flourishing School Culture Model (FSCM), referenced in the introduction of this handbook as well as identified within the Standards. Supporting the goals of the Elevate accreditation program, institutions should be sure to highlight the Christian philosophy, biblically based goals, and biblically integrated instruction of their program within their self-study and demonstrate how they provide opportunities for students to observe and serve in Christian school settings.

Self-Study Timeline and General Tips

- **18–24 Months Prior to Team Visit**
    - The **first step** is to identify your institution's self-study coordinator.
    - The **next step** is for the self-study coordinator, along with other applicable individuals, to review the ACSI Handbook to gain an understanding of the self-study outline, the standards and indicators, and evidence needed.
    - **Finally**, prepare for the self-study by completing the following:
        - **Review and update foundational documents:** Collaboratively revise handbooks, policy manuals, and other key documents.
        - **Gather curriculum documents:** Collect program goals, course syllabi, and other student requirements.
        - **Address previous recommendations:** Analyze the last accreditation report and provide a clear update on progress for each recommendation.
        - **Plan (or continue) surveys:** Administer surveys to students, faculty, and alumni.
        - **Budget for the team visit:** Account for team member travel, lodging, meals, and hospitality.
        - **Form a self-study committee:** Share responsibilities among stakeholders for a well-rounded assessment.
        - **Set a timeline:** Develop deadlines for committee work and self-study completion.

- **12 Months Prior to Team Visit**
    - Introduce the teacher education program faculty as well as institutional leadership to the Accreditation Process.
    - Schedule an initial call with Team Chair to discuss the self-study and visit process and begin discussing the schedule for the visiting team.
    - Meet with the visiting team chair throughout the process to ensure that you are on track to complete the self-study.
    - Provide training and resources for the self-study Committee. Ensure applicable institutional staff have access to the digital platform to complete the self-study.
    - Instruct the Committee members to:
        - Review the ACSI Elevate Handbook.
        - Gather evidence that supports their assigned indicators.
        - Select the **best 2-3 pieces** of evidence that support the institution's rating of each indicator. More evidence is not necessarily better.
        - Review evidence to **determine the teacher education program's level of effectiveness at meeting** each indicator. It is helpful if the evidence is clearly labeled for the visiting team's review, with consistent titles used throughout the self-study.
        - Create **a reflective narrative** that provides a description of how the institution fulfills the Standard and provides the teacher education program's **strengths and areas for improvement** for each Standard.
        - Ensure that all aspects of the standard are covered within the narrative as well as the evidence provided.
        - Finally, based on the areas for improvement from each Standard, **identify 3–5 overall primary goals for improvement** that are determined based on the entire self-study process.

It is important that the self-study provides an accurate assessment of the institution's strengths and areas for improvement, with particular focus on the program's Christian distinctives, biblical basis, and preparation of graduates to authentically integrate their faith in school settings. While your institution certainly wants to put their best foot forward throughout the accreditation process, the goal of accreditation is program improvement, and the visiting team members desire to come alongside your institution on that program improvement journey.

- **6-8 Weeks Prior to Team Visit**
    - Complete the self-study report in ACSI's digital platform.
    - Submit the final report at least six weeks prior to the visit.
    - Finalize the visit schedule with the visiting team chair.
    - Make preparations for the team visit.

Preparing for and Hosting the Visit

As you are preparing for the team visit, stay in touch with the visiting team chair throughout the process.

- **Main roles of the chair**:
    - Partnering with your institution to guide the process.
    - Serving as your point of contact for questions regarding the self-study.
    - Reviewing your self-study and offering constructive feedback.
    - Acting as the liaison between your institution and the visiting team.
    - Coordinating and finalizing the visiting team's report.
    - Submitting the final report to ACSI.

Tip: Don't hesitate to reach out for clarification or assistance—the chair is there to help.

- **Visit schedule:** Using the suggested schedule in the Elevate handbook, work with the visiting team chair to create a schedule that will work for your institution. Ensure that the schedule has appropriate time set aside for the visiting team to complete:
    - **Interviews** with the following stakeholders:
        - Institutional leadership
        - Departmental leadership
        - Program faculty
        - Students
        - Student Teachers, and
        - Cooperating K-12 administrators and/or teachers that are hosting student teachers
    - **Classroom visits** (a sampling is fine)
    - **Team collaboration and report writing,** ensuring that the team has dedicated time and space to work.
    - **Transition time** between meetings.

Assign someone to confirm meeting locations and ensure all stakeholders are prepared. Remind participants that the visiting team is composed of peer Christian educators who aim to collaborate, not evaluate individuals.

- **Hospitality & Logistics**
    - **Travel and Accommodations**
        - Recommend the best travel options if multiple airports are nearby.
        - Provide private accommodations for each team member (generally individual hotel rooms).
        - Arrange ground transportation for the team.
    - **Meals:** Offer appropriate meals, accommodating dietary needs.

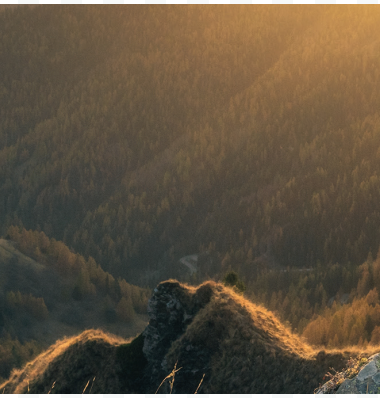
- **Workroom**
  - Set up a private space with wifi, work tables, snacks, drinks, and comfortable seating. Ensure this room is available only to the visiting team during the visit.
- **Expense Reimbursement**
  - Be prepared to reimburse team members for reasonable travel expenses. Use either ACSI's expense report form or your institution's process.

- **During the Team Visit**
  - **Prepare your staff**
    - Faculty may be anxious about classroom visits; reassure them that the visiting team is not there to evaluate faculty, but rather to observe learning that is taking place in each classroom.
    - Note that the purpose of the visiting team is:
      - ◊ To validate the institution's self-study.
      - ◊ To confirm that the strengths and areas for improvement identified by the institution staff are accurate, validated through evidence, interviews, and observations.
      - ◊ To determine if institutional policies, procedures, and programs are in accordance with the institution's purpose and mission, and that they meet the standards for an accredited program.
    - The visiting team is **not** there:
      - ◊ To attempt to change the direction or purpose of the program (other than helping them meet criteria for accreditation).
      - ◊ To compare the institution with other accredited programs (other than to refer to accepted or best practice in some areas).
  - **A note about classroom visits**
    - Remind the faculty that it should be class as usual when the visiting team is present. Try to avoid having tests, going on outside of the classroom excursions, or pausing the class to introduce the team member present.
    - Visiting team members will focus on student-teacher interactions, critical thinking, engagement, collaboration, technology use, and biblical integration.

- **After the Visit**
  - The chair will submit the visiting team report to ACSI.
  - If the chair has not done so already, ACSI will send a draft copy of the report to the institution, providing an opportunity to make comments.
  - The visiting team does not grant your accreditation—that is the responsibility of the ACSI Commission on Accreditation.
  - The Commission will read the team report, discuss the team's recommendation, and make the decision for accreditation.

- Once the commission has approved accreditation, ACSI will send:
  - A final copy of the team report, and
  - A Certificate of accreditation
- Create a plan to address the visiting team's recommendations.
- Each year, you will submit an annual report with an update on the recommendations.

We trust that the ACSI Elevate accreditation process allows your program to complete a thorough self-assessment and create a plan for improvement. It is our sincere desire that the visit process will foster healthy collaboration between like-minded, Christian educators who can work together as iron sharpens iron (Proverbs 27:17), to improve teacher education programs at Christian colleges and universities and effectively prepare Christian young people to impact the world for Christ through education.



APPENDIX C: CHAIR AND TEAM PROCESS OVERVIEW

Preparing for the Visit

The chair plays a crucial role in ensuring that all participants understand accreditation expectations and requirements from the start. Communicate clear expectations for:

- The institution completing the Self-Study and digital platform requirements.
- The team members preparing prior to the visit.
- The team members conducting meetings and interviews during the visit.
- The team delivering the final presentation and recommendations.

Roles and Responsibilities of the Chair

The first main role as the Chair is serving as the leader of the visiting team. Chair responsibilities in this role include:

- Modeling and maintaining a culture of positivity and encouragement.
- Communicating on a consistent basis.
- Guiding the team through the institution's Self-Study Report.
- Guiding the team through writing the Visiting Team Report.
- Overseeing the completion of all required documents.

The second main role as the Chair is serving as an advisor to the Institution. Chair responsibilities in this role include:

- Communicating on a consistent basis.
- Guiding them through the completion of their self-study Report.
- Collaborating with the institution to develop a detailed visit schedule.

Pre-Visit Team Meeting

Conduct a virtual meeting with the visiting team approximately 4–6 weeks prior to the visit to ensure the team is prepared by reviewing pre-visit assignments:

- **Review** the entire self-study report and assigned evidence.
- **Develop** initial reflections for assigned Standards based on the self-study and evidence.
- **Draft** potential commendations and recommendations that could arise from assigned Standards.

The Team completes pre-writing and will access the electronic platform throughout the team visit to finalize the report. Team member preparation prior to the visit and utilizing the digital platform are key elements for a successful and smooth visit. This will contribute to a collaborative process and help reduce the need for late night team meetings.

Conducting the Visit

It is important the institution staff and the visiting team understand that visiting team members:

- Come desiring to be helpful.
- Are brothers and sisters in Christ.
- Are professional colleagues with similar interests, goals, and experiences.
- Will be confidential and not use this information for their own programs.

The purpose of the visiting team is:

- To validate the institution's self-study, with particular focus on the program's Christian distinctives, biblical basis, and preparation of graduates to authentically integrate their faith in school settings.
- To confirm that the strengths and areas for improvement identified by the institution staff are accurate and validated through evidence, interviews, and observations.
- To determine if institutional policies, procedures, and programs are in accordance with the institution's purpose and mission, and that they meet the standards for an accredited program.

The visiting team is **not** there:

- To attempt to change the direction or purpose of the program (other than helping them meet criteria for accreditation).
- To compare the institution with other accredited programs (other than to refer to accepted or best practice in some areas).

Writing the Report

When preparing the Visit Report, the digital platform will guide you through required sections with prompts and self-explanatory titles. For mid-term or renewal visits, a "Response to Previous Recommendations" section will be included. The institution provides updates on prior recommendations, while the visiting team assesses their progress ("complete," "in process," or "not started"). Update team responses as needed to reflect the current situation.

- **Narrative Sections:** When you write narratives, think of them as summaries. These do not need to be exhaustive; rather, ensure that narratives follow these guidelines:
    - **Context and Clarity**: Narratives should provide essential context for all commendations and recommendations, ensuring future readers understand their origins (e.g., interviews, evidence, observations).
    - **Conciseness**: While the main audience of the visiting team report is the institution itself, focus only on information that future readers would need to understand the program (e.g., Commissioners approving the program). Avoid exhaustive details.
    - **Use of Self-Study**: Include relevant information from the institution's self-study but rewrite it from the team's perspective. Avoid directly copying content.
    - **Mission Alignment**: Refer to the institution's mission statement to assess program effectiveness.
- **Commendations, Recommendations, and Suggestions**
    - Commendations are for areas where the institution is performing exceptionally well.

- Recommendations are for areas where the institution may not be fully meeting an indicator and needs to improve in a specific way.
- Suggestions are non-binding and are simply areas that the team has noticed the institution may want to address.

- **Guidelines for Writing Commendations and Recommendations**
  - Differentiate strengths and areas for improvement clearly.
  - Use strong action verbs for recommendations ("Review and develop…").
  - Avoid weak phrases ("Consider" or "Should").
  - Reference specific indicators and provide supporting context in the narrative.
  - Include 2–3 specific sources of evidence for each commendation, recommendation, and suggestion (the digital platform will help you select these).
  - Avoid prescriptive recommendations (e.g., hiring specific personnel). Focus on desired outcomes instead.
  - Focus on Improvement: Frame all recommendations around program enhancement. Even when addressing deficiencies, emphasize progress and growth.
- **Team Recommendation:** At the end of the report, the visiting team will write their overall recommendation to the Commission concerning the institution's status. This is provided in the form of a short statement about what the team has concluded:
  - Accredited for a full term with a regularly scheduled mid-term visit.
  - Accredited for a full term with a follow-up report in the interim prior to the mid-term visit (the team should be specific as to what that follow-up report should entail).
  - Accredited for less than a full term, with a required follow-up visit within a year or two (the team should be specific as to what the follow-up visit should entail).
- **Conclusion of the Visiting Report**
  - Include a brief comment about key themes in the first paragraph of the Conclusion Summary. Make it unique to the institution.
  - While not all the commendations and recommendations will be mentioned, comment on a few key concepts to give this a personal feel.
  - Try to specify the overall strengths of the program. Highlight a strong theme or two rather than just copying the text of the sample report.
  - The conclusion should then include a statement of appreciation to the institution for its work to complete the self-study and host the visiting team.

ACKNOWLEDGEMENT

ACSI would like to thank Dr. Erin Wilcox for her work to transition ACSI's higher education protocol from an approval process to a programmatic accreditation process. Dr. Wilcox began that work shortly after coming to ACSI in 2015. The programmatic accreditation process has functioned well and has provided Christian colleges and universities an opportunity to self-assess their own programs and operations and host a visiting team of peers to collaborate around areas of strength and areas of growth.

As with all quality accreditation protocols seeking to continuously improve, in 2024, ACSI convened a revision committee to review the accreditation protocol and process. The revision committee was committed to ensuring that the protocol stayed true to the mission and vision of ACSI as well as the stated goals of the accreditation program while also staying relevant to Christian colleges and universities training future Christian educators. ACSI would like to thank the following revision committee members:

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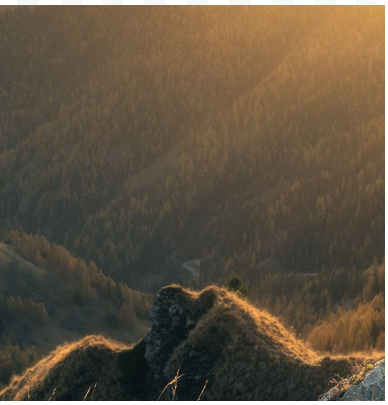
Elevate

Amplifying Higher Education



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