



TENNESSEE DEPARTMENT OF  
**EDUCATION**  
 FIRST TO THE TOP

**APPLICATION FOR NON-PUBLIC SCHOOL ACCREDITING AGENCY**

\_\_\_\_\_ Initial Application

\_\_\_\_\_ **X** \_\_\_\_\_ Renewal Application

**Instructions:**

1. All applications must be typed.
2. Applying agencies may refer to a specific regulation of the Tennessee State Board of Education if the agency plans to adopt that regulation as it is written.
3. The applicant agency may use additional sheets to answer any section of this application.

**Section I (Demographics)**

A. Name of Agency Association of Christian Schools International

B. Physical Address 1780 Oak Road, SW Suite B

C. City Snellville State GA Zip 30078

D. Phone Number ( 770 ) 985-5840

E. Website www.acsi.org

F. Chief Operating Officer Dr. Daniel Egeler, President

G. National, regional, or professional affiliations:

Agency Partner of AdvancED; Co-accreditation agreements with all other Regionals

Approval by the U. S. Dept. of Education for the Student and Exchange Visitor Program, The Student and Exchange Visitor Information System, I-20 and I-17 forms.

Endorsement to administer College Board/ACT exams on the school site

**Non-public School Accrediting Agency  
Member School Visit**

Name of Agency ACSI

Member School Christian Academy of Knoxville

Principal Robert Neu

Date of Visit \_\_\_\_\_

State Monitor \_\_\_\_\_

**Items to Monitor**

\_\_\_\_\_ 1. Student Handbook (hours of operation, promotion and retention policies)

\_\_\_\_\_ 2. School Calendar (minimum 180 days)

\_\_\_\_\_ 3. Class lists (maximum enrollments)

\_\_\_\_\_ 4. Current Fire Marshal Report

\_\_\_\_\_ 5. Current Health Inspection for kitchen facilities

\_\_\_\_\_ 6. Student Cumulative Records

\_\_\_\_\_ All courses properly recorded

\_\_\_\_\_ Evidence of Standardized Testing Results

\_\_\_\_\_ Immunization records

\_\_\_\_\_ Date of birth showing appropriate K entrance age

\_\_\_\_\_ 7. Teacher Files

\_\_\_\_\_ Teacher Certification/Endorsement as defined by agency

\_\_\_\_\_ College/University Transcript

\_\_\_\_\_ Current teacher evaluation (2 within last 5 years)

\_\_\_\_\_ Evidence of In-Service

\_\_\_\_\_ 8. Current textbooks in adequate numbers for all subject areas

\_\_\_\_\_ 9. Sample report card

\_\_\_\_\_ 10. Adequate library

\_\_\_\_\_ 11. Evidence of accommodations for students with disabilities

**Section II (Member Schools)**

- A. Number of member schools at the time of this application: 24
- B. Please provide names, addresses, and telephone numbers of member schools which have at least ten (10) full-time students. Make additional copies of this page as needed.

1. Name **Berean Christian School**

Address 2329 Prosser Rd, Knoxville TN 37914

Phone (865)521-6054

Number of full-time students 352

2. Name **Christ Classical Academy**

Address 1005 US Hwy 51 Bypass W, Dyersburg TN 38024

Phone (731)285-3727

Number of full-time students 187

3. Name **Christ Presbyterian Academy**

*(dropped 7/1/13) WSKW*

Address 2323A Old Hickory Blvd, Nashville TN 37215

Phone (615)373-9550

Number of full-time students 1108

4. Name **Christian Academy of Knoxville**

Address 529 Academy Way, Knoxville TN 37923

Phone (865)690-4721

Number of full-time students 1141

5. Name **Christian Community Schools**

Address 506 Hester Dr, White House, TN 37188

Phone (615)672-6949

Number of full-time students 190

6. Name **Clarksville Christian School**  
Address 505 Hwy 76, Clarksville TN 37043  
Phone (931)647-8180  
Number of full-time students 143
7. Name **Concord Christian School**  
Address 11704 Kingston Pike, Knoxville TN 37934  
Phone (865) 966-8858  
Number of full-time students 414
8. Name **Cornerstone Academy**  
Address 260 Jacobs Road, Morristown TN 37813  
Phone (423)307-1189  
Number of full-time students 170
9. Name **First Baptist Academy**  
Address 7706 Ewing Road, Powell TN 37849  
Phone (865)947-8503  
Number of full-time students 466
10. Name **Grace Christian Academy**  
Address 5914 Beaver Ridge Rd, Knoxville TN 37931  
Phone (865) 691-3427  
Number of full-time students 928
11. Name **Grace Christian Academy**  
Address 3279 Southhall Rd, Franklin TN 37064  
Phone (615) 591-3017  
Number of full-time students 253

12. Name **Grace Christian Pre-Kindergarten**  
Address 7171 Oak Ridge Hwy, Knoxville TN 37931  
Phone (865)691-8886  
Number of full-time students 125
13. Name **Hamilton Heights Christian**  
Address 2201 Hickory Valley Rd, Chattanooga TN 37421  
Phone (423)894-0597  
Number of full-time students 71
14. Name **Johnson University Early Learning Center (ELC)**  
Address 7900 Johnson Dr, Knoxville TN 37998  
Phone (865)251-2348  
Number of full-time students 22
15. Name **Maryville Christian School**  
Address 2525 Morganton Rd, Maryville TN 37801  
Phone (865) 681-3205  
Number of full-time students 344
16. Name **Mount Juliet Christian Academy**  
Address 735 N Mt Juliet Rd, Mt Juliet TN 37122  
Phone (615)758-2427  
Number of full-time students 474
17. Name **Providence Academy**  
Address 2788 Carroll Creek Rd, Johnson City TN 37615  
Phone (423) 854-9819  
Number of full-time students 472

18. Name **Providence Christian Academy**  
Address 410 Dejarnett Lane, Murfreesboro TN 37130  
Phone (615)904-0902  
Number of full-time students 352
19. Name **Savannah Christian Academy**  
Address 3514 Cravens Road, Savannah, TN 38372  
Phone (731)926-1504  
Number of full-time students 145
20. Name **Silverdale Baptist Academy**  
Address 7236 Bonny Oaks Drive, Chattanooga TN 37421  
Phone (423)892-2319  
Number of full-time students 907
21. Name **St Andrews School**  
Address 3601 Lyon Springs Road, Sevierville TN 37862  
Phone (865)868-52050  
Number of full-time students 28
22. Name **The Neighborhood School Inc**  
Address PO Box 11109 175 N Tillman Street, Memphis TN 38111  
Phone (901)323-4092  
Number of full-time students 125
23. Name **Trinity Christian Academy**  
Address 10 Windy City Rd, Jackson TN 38305  
Phone (731)668-8500  
Number of full-time students 746

24. Name **Zion Christian Academy**

Address 6901 Old Zion Road, Columbia TN 38401

Phone (931)388-5731

Number of full-time students 482

### Section III (Objectives and Philosophy)

List the administrative objectives and state the educational philosophy for your agency.

Accreditation by a well-recognized agency is a seal of quality on an educational organization. The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and early education program (school/program) to continuously pursue excellence. We believe that this pursuit matches the biblical directive of approving “things that are excellent” (Philippians 1:10, KJV). The “accredited” seal denotes a school/program that has met institutional standards of quality and that verifies a commitment to strategic improvement and ongoing accountability. The process of accreditation involves three significant elements:

1. Intensive, institution-wide self-appraisal, analysis, and improvement planning
2. External consultation, review, validation, and insights from a visiting peer group
3. Ongoing accountability for improvement through annual reporting and renewal

ACSI accreditation is a highly effective way for a Christian school/program to evaluate itself in light of its unique educational mission. An authentic Christian school/program may be thought of as involving the four interwoven educational strands of (1) academic ideas and thinking; (2) skills for life and living; (3) biblical worldview grounding; and (4) personal character, values, and spiritual formation. The self-study process guides a school/program to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The ACSI process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures. Its core goal is to provoke a reflective and interactive dialog among the stakeholders of a school/program. The school/program will be positioned to refine its strategic plan for student learning and organizational effectiveness, on the basis of its reflection on each of the standards and the insights of the visiting team.

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. Most ACSI schools/programs bear the name of Christ, which is excellent (Psalm 8:1, KJV), and as such they should reflect His name in the way they provide high-quality education.

Accreditation should be viewed as an ongoing process of institutional improvement and development through which an educational institution strives for educational and spiritual excellence. It is a process of recognizing and assessing educational institutions for their standards, performance, integrity, and quality.

The ACSI accreditation protocol is unique in two major ways: (1) the protocol probes the spiritual aspects of each component of the organization and (2) the protocol addresses the educational quality and integrity of the organization. The latter addresses the issues demonstrating that the school/program is true to its own statements of philosophy, mission, and goals and that it is meeting the standards of quality and effectiveness.

Accreditation is a voluntary process. A school/program that commits to striving for excellence through accreditation is agreeing to a process of ongoing review to strengthen and improve the effectiveness of the organization and the quality of instruction for the population it serves. A



school/program will need to identify the data and research, the information, the evidence, and the documented results that ensure and confirm that it is meeting each standard.

**Section IV (Agency Employment Standards)**

List educational and experience qualifications for the professional personnel employed by the agency.

<u>Position</u>	<u>Qualifications</u>
1. Regional Director	Graduate degree in educational leadership Experience as a Head of School
2. Associate Director	Graduate degree in educational leadership Experience as a Head of School

**Section V (Agency Professional Employees)**

List names of full-time agency professional employees, position title, and brief job description. Attach additional information as necessary.

<u>Name</u>	<u>Position/Title</u>	<u>Job Description</u>
1. <u>William R. Wilson</u>	<u>Regional Director</u>	<u>full range of ACSI school improvement programs are conducted effectively; excellent professional development opportunities are available to Christian school educators and school governance entities; appropriate guidance and counsel is provided in the development of schools.</u>
2. <u>Robert A. Hodges</u>	<u>Associate Director</u>	<u>on site evaluation of applicant schools for candidacy in accreditation; training of schools in the accreditation protocol; training and selection of peer review team members; monitoring of school adherence to accreditation</u>

\_\_\_\_\_ standards; investigating and  
\_\_\_\_\_ responding to complaints  
\_\_\_\_\_ from stakeholders.

**Section VI (Types of Membership)**

A. Does your agency allow member schools to operate satellite home schools as defined in T.C.A. 49-6-3050(a)(2)?

Yes   X  

No \_\_\_\_\_

\*ACSI does not accredit home school divisions.

B. Describe the levels or types of membership granted to schools in your agency.

<u>Type of Membership</u>	<u>Description</u>
1. <u>Membership (not accredited)</u>	<u>Category IV schools have access to curricular, professional development, legal, student assessment and advocacy resources.</u>
2. <u>Candidacy status</u>	<u>Applicant schools are granted a three-year window to complete their Self Assessment, Continuous School Improvement Plan, and prepare to host a Quality Assurance Review.</u>
3. <u>Full Accreditation</u>	<u>Category II schools are granted by the accreditation commission a five-year term with annual reporting and an interim report two years through the term to document accomplishments of school improvement and progress on recommendations of Peer Review team.</u>

## **Section VII (General Policy for Accepting Member Schools)**

Describe the general policy of the agency for accepting member schools. (Examples: funding source, denominational ties, meeting agency standards, etc.)

### **Nonnegotiable Commitments for Accreditation**

Accreditation requires a strong, pervasive, and continuous commitment. Typically accreditation commitments stretch the organization and infuse change into it. In order to become or continue to be accredited by ACSI, a school/program must meet foundational requirements. The standards, indicators, and rubrics further address many of these commitments. All of the following requirements are nonnegotiable in the accreditation process, and there is a specific protocol for requesting any exception to them. Schools/programs that do not meet these requirements are not accredited by ACSI, or they are placed on provisional status (hold/advised/warned/probation) until these requirements are met.

#### **Commitment One**

The school/program is clearly Christian in its philosophy and orientation. The leadership (the board and the administration) has signed the ACSI statement of faith, and it requires the same of the faculty and staff.

#### **Commitment Two**

The school/program has developed to the point that it is a viable institution, providing commendable educational services.

#### **Commitment Three**

Education is provided to the students/children through professionally qualified faculty and staff. Faculty and staff have the appropriate credentials, degrees, and training, and they are qualified for their assigned duties. The school/program provides for continuous professional development.

#### **Commitment Four**

The school/program is governed by trustees who develop and give policy direction to the administrative leadership. The administrator is empowered by the governing body to oversee the day-to-day operations. The governing body strictly follows a biblical code of ethics in all its decisions.

#### **Commitment Five**

The school/program and its facilities meet all required codes, standards, and requirements for health, safety, and sanitation, and the school/program has developed and implemented a plan for the safety of its children, students, and staff in the event of an emergency or a disaster.

#### **Commitment Six**

The school/program provides for the spiritual nurture and discipleship of its students, assisting in the development of moral, spiritual beings. The culmination of these efforts yields students who have a solidly developed biblical worldview.

#### **Commitment Seven**

The school/program has developed a written curriculum guide/plan for its entire instructional program, and the school/program engages in a systematic review process for the evaluation and development of curriculum, curriculum materials, and instruction.

#### **Commitment Eight**

The school/program is well managed in its business operations, including just compensation for the staff.

#### **Commitment Nine**

The school/program annually assesses and evaluates its performance at every level. The assessment data and subsequent analysis inform the decisions made by the school. While assessment data and analysis may be handled differently at the early education level, the data and analysis inform the decisions made by the administrative leadership.

#### **Commitment Ten**

A continuous improvement process for the school/program is implemented that prioritizes improving the attainment of expected student learning outcomes, the accountability to all stakeholders, and the strategic use of resources.

#### **Required Profile**

The school/program profile is a snapshot of the school/program. It contextualizes the self-study process, the peer review visit, and the team report. The profile is divided into the following sections:

- A historical overview of the school/program
- Vision casting of the preferred future of the school/program
- A demographic portrait of the wider school/program community and the “local” community
- Achievement levels and accomplishments (elementary and secondary)

Each profile section is developed during candidacy or when an application for renewal of accreditation is submitted. The completed profile becomes the introductory section of the self-study document.



## **Responsibilities/Operational Policies/Guidelines** Regional Directors-Regional Staff-Regional Commissions

### **Responsibilities of Regional Directors**

1. Ensure that all accreditation policies, processes, guidelines, and procedures are followed by all staff and volunteers.
2. If significant responsibilities for accreditation are delegated, ensure that staff members are well qualified, experienced in all phases of accreditation, and are current on all aspects of the process.
3. Provide schools/programs with consultants that are trained, experienced, and well matched to the school/program seeking accreditation.
4. Plan for the meetings of the Regional Commission and ensure that the Commission follows policy, process, guidelines, and procedures.  
-Maximum of two meetings/year unless particular circumstances (such as a grievance or complaint hearing) require otherwise
5. Provide names, as requested by the Executive Board Nominating Committee through the President, for the Accreditation Governance Commission.

6. Provide for nomination of individuals with appropriate accreditation training and experience for the Regional Accreditation Commission, and carry out an election among the accredited schools and programs across the region in accordance with policy.
  - Ensure that the Commission represents EE (attached and standalone programs – exempt and licensed programs), Elementary, Secondary, and Unit schools as much as is possible
7. Comply with reporting requirements as requested by Academic Services.
8. Permit no significant adjustment to procedure and policy without communicating with Academic Services prior to implementing a decision that is outside of policy and process guidelines.
9. Communicate with Academic Services in any needed adjustment, negotiation, or variance from policy and guidelines.
10. Include Academic Services in communications with regional accrediting bodies in regards to candidacy, criteria, team members and reports, length of visits and the like.
11. Ensure that complaints (usually from a parent or staff member) against an accredited school/program are 1) taken seriously, with immediate notification of Academic Services, 2) followed up personally, promptly, and strictly according to policy and operational procedures.
12. Fully engage the use of technology links for accreditation activities and ensure that access limits are followed as prescribed.
13. Ensure that financial policies of accreditation are followed without exception unless approved by Academic Services.

14. Determine that a school/program is prepared for the visiting team and, if not, make the decision about postponing or cancelling the team visit.
15. Ensure that transfer of accreditation to ACSI is conducted in compliance with the policies and guidelines and that appropriate documentation is provided to the Regional Commission for their approval of the transfer.
16. Alternative schools may be accredited by following the specific protocol and guidelines for candidacy of this type of school. All such schools must have their candidacy approved by ACSI headquarters prior to notifying the school.

**Note: All accreditation communication and/or questions EE-12 will be directed to Academic Services. Academic Services will own any communication disseminated to the regional team. In this way, we will all remain informed and speak with one voice.**

#### **Responsibilities of Regional Office**

1. Provide well-informed counsel to schools/programs interested in accreditation in regards to their qualification to enter the process, overview of the process, candidacy, selection of the appropriate instrument (STAR, REACH, ASP), costs and fee structure, relationship with regional accreditors, timeline etc.
2. Market and promote ACSI accreditation as a member benefit that serves to identify quality schools and encourages effective school and program improvement.
3. Provide the appropriate documents to schools for ACSI only, ACSI and regional, and third party or other accreditations.
4. Assign a well-qualified consultant to the school/programs who generally becomes the chairperson of the visiting team. Consultants must be from an ACSI accredited school and have been through the ACSI training for

consultants/chairpersons as well as have served on at least three team visits prior to being appointed to a consultant/chairperson role.

Consultants/chairpersons evaluating early education programs (whether attached to K-12 programs or stand-alone programs) must be early education professionals who have been trained in the ACSI REACH process and have an approved application on file at the regional office.

The following qualifications must be met by the consultants, chairpersons, and team members assigned to early education programs:

1. From an ACSI member school/preschool/college, or a retired director from an ACSI member school/preschool/college
2. Educational requirements
  - a. Team Members: minimum of a valid CDA (or equivalent)
  - b. Consultant/Chairperson: minimum of an AA degree in early childhood education, child development, or related field; a bachelor's degree is preferred.
3. Experience with ACSI and/or NAEYC accreditation instrument, and served on a team with an experienced validator
4. Choosing a consultant/chairperson from the same state as the candidate early education program is a required practice.
5. Establish a variety of training opportunities that serve the needs of schools and school personnel going through or considering accreditation, as well as consultants, team members, and chairpersons.
6. Develop a list of volunteers who are well trained and qualified to serve in various accreditation roles, including the accreditation of EE programs and schools that include EE programs.



7. Monitor the work of accreditation consultants and chairpersons to ensure that policy and procedure is being followed in all areas of the team visit, reports, and follow up.  
EE Chairpersons and team members must be evaluated, in writing, after a candidacy or team visit by the school/program's early education director.
8. Provide extensive communication with all parties involved in the accreditation process, with an emphasis on the ensuring that the school/program is ready for its visit and that the team is ready to conduct the visit.
9. Provide e-copies of all visiting team and annual reports to Academic Services
10. Ensure that candidacy visits to schools include the following:
  - Includes an EE representative if pre-kinder is included
  - Explanation of the value of ACSI accreditation
  - Thorough review of the commitments, standards, and process elements
  - Review of the timeline, costs, and responsibilities during candidacy, self-study preparation, visiting team, annual reporting
  - Requirements for a joint accreditation (with regional) visit
  - Required orientation and training
  - Role of the consultant/chairperson
  - Sample of visiting team report
  - Assistance and resources in accreditation process
  - Online samples etc.
11. Establish the schedule, makeup and timing of the visiting team
  - Qualified, trained members with expertise/experience in the areas of the school that is to be evaluated
  - Schedule is in compliance with guidelines:
    - Two nights/ three days length of visit
    - Team size:
      - 200 Student school-4 team members including Chair
      - 201-400 Student school-4 team members and a Chair
      - 401-600 student school-5 team members and a Chair

- 601-1000 students-6 team members and a Chair
- 1001 and up-7 team members and a Chair

**Note: If a school includes an EE program, the EE team member(s) are in addition to the team size noted.**

- Up to 25 or less EE children-EE team member is included on team but is not an additional team member (e.g., if the school has 200 students and 22 of them are EE, then the EE person is one of the four team members.)
- 50 to 150 EE students-add one EE member to team
- 151-300 EE students-add two EE members to team
- 301 EE students and up-add three EE members to team

**Note: If a school/program has a multi-campus setting or other needs that require an adjustment to the size of the team this must be cleared, in advance, with Academic Services.**

12. Ensure that the visiting team is prepared to follow the prescribed ACSI guidelines and report template:

- Focus is on compliance with commitments
- Focus is on meeting standards—not scoring individual indicators
- Focus is on dialog—not much classroom visitation (one brief visit/teacher)
- Focus is on preparation, pre-writing, and validation
- Focus is on assisting—not inspection/critique/problem solving
- Focus is on comparing with standards—not another school

13. Review all visiting team reports

- Edited for style, format, grammar and content
- Edited for policy and procedural compliance
- Edited for accuracy and completeness
- Reviewed for correct format (according to approved templates)
- Prepared for commission review
- Submitted to school/program in timely manner
- Submitted to Academic Services for archiving

14. Provide a specific agenda for Commission meetings that permit the Commission to function effectively, including the full engagement of EE/PS representatives in all aspects of the commission's business.

15. Communicate information/status/decisions regarding accreditation in a prompt and professional manner.

### **Responsibilities of the Regional Accreditation Commission**

1. Regional Accreditation Commissioners are valued volunteers in the important process of accreditation and school improvement. They serve as advisors to the Regional Director and as advisors and peers to the candidates and accredited schools in the region.
2. Determine, based on the visiting team report and other information such as may be available, whether a school is qualified for ACSI accreditation. This decision will be determined by a majority vote of a quorum of the Regional Commission.
  - The weight of an accreditation decision should rest primarily on the Visiting Team Report and recommendation
3. Establish the accreditation term for a school that is being granted accreditation including any interim reports that may be required.
4. Review annual reports of all accredited schools for compliance with standards and commitments.
  - Place non-compliant schools on the appropriate status (Advised, Warned, Probation, and Revocation)
5. Serve as the hearing body in the appeal by a school of an accreditation decision from the Regional Office or Regional Commission.
  - Appeals or waivers of standards (as permitted in guidelines)
  - Appeals of accredited status
  - Appeals of term of accreditation
  - Appeals based on conflict of interest
6. Serve as the hearing body or objective evaluators, in a complaint against an accredited school/program regarding compliance with ACSI standards.
  - Only complaints involving the standards of accreditation are the business of ACSI or the Regional Commission

-The Commission, in complaints that are determined not to be accreditation related, should so inform the complainant through the ACSI Regional Director

7. Select a Chairperson and Vice Chairperson of the Commission, by election of the sitting Commissioners, for a two year term. The Chair and Vice Chair may serve two, two year terms before rotating out of the leadership role on the Commission for at least one year.
8. Approve the transfer to ACSI accreditation from another association as prescribed in the policies and guidelines.
9. Engage in professional development in the accreditation process by serving as consultants/team chairpersons/team members, and other training activities made available by ACSI and other accrediting bodies.

## Section VIII (Agency's Member School Approval Process)

- A. Explain the agency's school approval procedure by listing the steps in these processes.
1. Initial approval process for a member school;  
*Applicant submits application for accreditation. Application includes rubric for all indicators and applicant self-evaluates status; non-compliant, partial compliance, compliance and exceeds compliance.*  
  
*A representative on the regional office visits school with application and rubric and establishes school's readiness for accreditation. IF there is no obvious obstacle to accreditation the representative makes recommendation for candidacy to accreditation. Candidacy is a three year period of preparation for hosting and external review by peers of the school.*
  2. Annual re-evaluation process for a member school;  
*Annually the school submits and annual report verifying continuous compliance with the standards, including a certification reports for faculty and a financial review. Annually the accreditation commissioner assigned to the school contacts the school and verifies compliance.*
  3. Revocation of approval/appeals procedures;  
*If a school is not in compliance with any standard they are advised and give 60 days to establish compliance or a plan to come into compliance. After 60 days they are warned if they are not in compliance, after 60 days they are moved to probation. If they fail to move back into compliance or establish a plan to do so their accredited status is removed.*  
  
*They may appeal to the regional accreditation commission for reinstatement and failing that the national accreditation commission.*
  4. Technical assistance provided to address a member school's deficiencies;  
*Resources are provided or recommended to the school should they be unable to determine how best to move to compliance. Recommendations include referring the school to those with expertise in the specific area.*
  5. Internal agency review process for school approval procedure;  
*Bi Annual meetings of the accreditation commission review each school's compliance with standards and recommendations for any change in status.*
  6. Other process as appropriate.
- B. Attach all documents which directly affect this item, including an application form and a current copy of your approval procedure.

See attached REACH Accreditation Informational Brochure pages 7 -8 and Application packet.

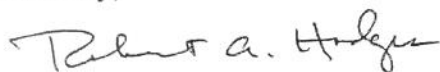
Dear Administrator:

Thank you for your interest in the Association of Christian Schools International Accreditation Program. It is ACSI's desire to assist schools in taking this step toward excellence. ACSI accreditation requires a school to meet a variety of standards that are widely accepted throughout American education. You will find enclosed with this letter an overview of the accreditation process, a list of agencies that accept ACSI accreditation in the Southeast Region, and an application. *Please note that only current ACSI member schools can apply for ACSI accreditation.*

The *REACH: Accreditation Manual for EE-12 North American and International Schools* has been designed to assist you in the accreditation program. A copy of this manual must be secured in order for the school to conduct the self-study process. You can order it by calling the ACSI Order Department at 1-800-367-0798 or by going online at [www.purposefuldesign.com](http://www.purposefuldesign.com). Part of the application process is your school's submission of the Standards/Indicator Checklist which is in the Rubric section of the *REACH* accreditation manual.

If you have any further questions regarding accreditation, please do not hesitate to contact our office. Please plan to attend the accreditation workshops at each ACSI Educator Convention if you have not yet availed yourself of that opportunity.

Sincerely,



Robert A. Hodges  
Southeast Associate Director

Enclosures

RAH:kpw



**The Association of Christian Schools International's accreditation process has been accepted by the following agencies in the Southeast Region:**

- Board of Regents of the University System of Georgia
- Georgia Private School Accreditation Council (GAPSAC)/ Georgia State Board of Education
- National Association of Secondary School Principals/ National Honor Society
- National Council for Private School Accreditation (NCPSA)
- South Carolina Independent School Association
- Southern Association of Colleges and Schools (SACS CASI)/AdvancED
- Southern Association of Independent Schools
- Tennessee State Department of Education
- Virginia Council of Private Education (VCPE)/ Virginia State Department of Education



## Application for Accreditation

In submitting this application, you are asserting that you have carefully read *REACH: Accreditation Manual for EE-12 North American and International Schools*. The commitments and standards should be studied closely before you apply, since they outline the protocol for accreditation by the Association of Christian Schools International.

Date \_\_\_\_\_ School name \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_  
Mailing address \_\_\_\_\_  
Administrator/Director \_\_\_\_\_  
E-mail \_\_\_\_\_ Year founded \_\_\_\_\_ Enrollment \_\_\_\_\_  
Grades/ages served \_\_\_\_\_

### Accreditation Desired

Early Education: Age levels \_\_\_\_\_ through \_\_\_\_\_  
Elementary: Grade levels from \_\_\_\_\_ through \_\_\_\_\_  
Secondary: Grade levels from \_\_\_\_\_ through \_\_\_\_\_  
Boarding facility: Yes \_\_\_\_\_ No \_\_\_\_\_

### If Currently Accredited

A. Date accreditation granted: Initially \_\_\_\_\_ Current year \_\_\_\_\_  
B. Grades/ages accredited: Initially \_\_\_\_\_ Current year \_\_\_\_\_  
C. If jointly accredited, with whom? \_\_\_\_\_ Grades accredited \_\_\_\_\_  
D. Renewal date of accreditation \_\_\_\_\_ Date of expiration \_\_\_\_\_  
E. Joint accreditation planned Yes \_\_\_\_\_ (With whom?) \_\_\_\_\_ No \_\_\_\_\_  
F. ACSI accreditation protocol to be used REACH \_\_\_\_\_ ASP \_\_\_\_\_

***Renewal schools need to submit this form and the completed indemnification agreement only.***

For a school to be granted initial candidacy status for accreditation by the ACSI regional office, this completed application must be accompanied by the following:

1. A check payable to ACSI for the applicable amount: \$1000 for all EE attached programs and all other EE/K-12, K-6, K-8, etc. schools and \$500 for Standalone EE/ Preschool programs.
2. A copy of the resolution appearing in the school board minutes that approves of the school's seeking accreditation with the Association of Christian Schools International.
3. A completed copy of the ACSI Pre-accreditation Standards/Rubrics Checklist.
4. If this is a joint accreditation, a copy of any correspondence relating to accreditation with the other accrediting agency or agencies with which you are seeking accreditation. (This gives ACSI documentation to use in order to enter into discussion with the other agency or agencies involved.)
5. The completed indemnification agreement, in appendix E. (The indemnification agreement provided is a sample that you can use, or you are free to develop your own agreement with the assistance of your own legal counsel.)
6. If the early education program is exempt from state licensure, or if the early education classrooms that are a part of your school are license exempt, the completed exemption form, in appendix D.

Please return this form and the attachments to: ACSI Southeast, P.O. Box 1537, Snellville, GA 30078. Once these items have been received, you will be contacted to schedule an on-site visit to confirm your school's candidacy status.





## Appendix E

### Indemnification Agreement for Accreditation

#### Association of Christian Schools International

The applicant desires accreditation from the Association of Christian Schools International (ACSI) and, hereby, agrees to indemnify, save, and hold ACSI harmless, its officers, members, employees, agents, volunteers, and/or their successors and assigns from any and all actions, claims, demands, or liabilities arising out of or related in any way to ACSI's accreditation and/or supervision to obtain and/or maintain accreditation, for any injuries, damages, or losses sustained by any person, corporation, association, partnership, or other entity as a result of and/or in connection with in any way an application for accreditation. The applicant agrees to indemnify and hold ACSI harmless for any and all damages, including, but not limited to, attorney's fees. It is expressly understood that ACSI makes no warranties (expressed or implied) regarding accreditation. ACSI's granting of accreditation to the applicant only signifies that the applicant has met applicable standards for accreditation.

**Disclaimer: Please note, this form applies to all accredited schools/programs. The *REACH* manual indicates preschool only. Disregard the form in the manual.**

\_\_\_\_\_/\_\_\_\_\_  
(print) (signature)  
Board Chairperson (If submitting electronically, include your e-mail address here instead of signature.)

\_\_\_\_\_/\_\_\_\_\_  
(print) (signature)  
Director (If submitting electronically, include your e-mail address here instead of signature.)

\_\_\_\_\_/\_\_\_\_\_  
(print) (signature)  
Administrator (If submitting electronically, include your e-mail address here instead of signature.)

# APPENDIX D

## EXEMPT PROGRAM VOLUNTARY SELF-REGULATION

### *Preschool Accreditation Protocol*

Please sign and initial as appropriate.

Date	Initial	Comment
		The director has reviewed the state licensing requirements.
		The board chair has reviewed the state licensing requirements.
		The program voluntarily complies with the state licensing requirements.
		The program commits to ongoing monitoring to maintain compliance with state licensing. (List all exceptions below.)
		The program communicates its exempt status to enrolling parents <i>in writing</i> and explains its commitment to ongoing self-monitoring for compliance.
		At candidacy, the program will have documentation of fire and health inspections.
		At candidacy, the program will have completed a criminal background check on all staff and will comply with state and federal law concerning background checks.

Attach the following:

- A parent brochure and/or Web page communicating exempt status and commitment to ongoing self-monitoring for compliance
- A paragraph or page from the parent handbook communicating exempt status and commitment to ongoing self-monitoring for compliance
- A page from the staff handbook communicating expectations of staff to know applicable licensing regulations, expectations for maintaining compliance with those regulations, and any other responsibilities or expectations of the staff in this role

By signing this form, the program indicates their understanding of ACSI's accreditation requirements for exempt programs. There is a commitment on behalf of the program administration to maintain this status throughout the candidacy and accreditation period.

Name of Program \_\_\_\_\_

Required Signatures

**Note: If submitting electronically, include e-mail addresses and typed names.**

Program director \_\_\_\_\_

Board chair \_\_\_\_\_

ACSI regional staff \_\_\_\_\_ Date \_\_\_\_\_



# ACSI Pre-accreditation Standards/ Rubrics Checklist

Name School/ Program: \_\_\_\_\_

City/State: \_\_\_\_\_

Date of Candidacy Visit: \_\_\_\_\_

The following grid should be completed by the school at least two weeks prior to the candidacy visit and mailed to the appropriate regional office. The Regional Office will then see that the consultant receives a copy to assist the consultant in planning for the candidacy visit.

**Standard One:** The school has an articulate, well-defined, and systematically reviewed written philosophy, mission, vision, statement of faith, beliefs and core values statements. These statements outline the school's Christian distinctive and communicate a clear purpose for school effectiveness and child/student growth and development.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

**Explanation of why non-compliance is checked:**

**Standard Two:** Christ-centered governance and administrative leadership that promotes school/program effectiveness and child/student growth through an established structure contributes to a well-managed and operationally and financially sound Christian educational institution. The administrative leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedure. The governance policies are implemented by the staff who are guided by operational policies and procedures developed by the administration.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				
2.7				
2.8				
2.9				
2.10				
2.11				

**Explanation of why non-compliance is checked:**

**Standard Three:** The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents both internally and externally. Effective communications and relationships are fostered with and among the constituents and a wide range of strategies are used to incorporate involvement by parents and the community. It is expected that the program or school meets the educational and developmental needs of the children and students it enrolls. Services at the appropriate levels include guidance (both academically and personally), and student activities (curricular and co-curricular). Appropriate resources and planning

occur to ensure that the school's mission, vision, and philosophy are being carried out to meet the expected outcomes for the school or program.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
3.1				
3.2				
3.3				
3.4				
3.4a				
3.5				
3.6				
3.7				
3.8				
3.8a				
3.9				
3.10				
3.11				
3.12				
3.13				
3.14				
3.15				
3.16				

Explanation of why non-compliance is checked:

**Standard Four:** All personnel are Christians who are well qualified, competent, and dedicated for their assigned responsibilities. They are committed to the written philosophy, mission, vision, and core values and engage in ongoing professional development that will assist in the process of continual growth in student learning and the educational program of the school/program. The administrative, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
4.1				
4.2				
4.3				
4.4				
4.5				
4.5a				
4.6				
4.6a				
4.6b				
4.7				
4.8				
4.8a				
4.9				
4.10				
4.10a				

4.11				
4.12				
4.13				

Explanation of why non-compliance is checked:

**Standard Five:** The instructional program consists of carefully developed, thoroughly documented and well executed curriculum elements that include educational philosophy, school wide outcomes, a variety of effective instructional pedagogy and strategies, adequate resources, and appropriate assessments based on research and best practices. The school or program’s curriculum is driven by well-written policies and procedures, sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school’s mission, vision, and core values to ensure a biblical foundation for instruction and a context for assessing the effectiveness of learning outcomes.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
5.1				
5.2				
5.2a				
5.3				
5.4				
5.4a				
5.4b				
5.5				
5.5a				
5.5b				
5.5c				
5.5d				
5.5e				
5.6				
5.6a				
5.7				
5.8				
5.9				
5.10				
5.10a				
5.11				
5.12				

Explanation of why non-compliance is checked:

**Standard Six:** The library, media and technology services exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources with qualified staff to provide effective services to students, staff, and parents.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
6.1				
6.2				
6.3				
6.4				
6.5				
6.6				
6.7				
6.8				
6.8a				
6.8b				

**Explanation of why non-compliance is checked:**

**Standard Seven:** The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Well-written policies and procedures are in place to ensure the health of the children and students - emotionally, physically, spiritually, and academically. Safety procedures are clear and well-documented. Food service policies and nutritional information are clearly articulated and posted if food is served on the premises. A well-developed crisis plan is in place and the faculty and staff has been trained appropriately to handle various emergency situations. Regular drills and practice occur to assist in preparation for crisis events.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
7.1				
7.2				
7.3				
7.4				
7.5				
7.5a				
7.6				
7.7				
7.8				
7.9				
7.9a				

**Explanation of why non-compliance is checked:**

**Standard Eight:** Facilities, made up of the site, all buildings, and equipment, provide a safe, well-maintained, physical environment that supports optimal student development and academic growth. The school/program facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for existence. Transportation guidelines for the children, students, and programs of the school are developed and written policies and procedures are in place.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
8.1				
8.2				
8.2a				
8.3				
8.3a				
8.4				
8.4a				
8.5				
8.6				
8.7				
8.8				
8.9				

Explanation of why non-compliance is checked:

**Standard Nine:** The school/program shall provide for spiritual nurture and discipleship of its children/students. The nurturing and discipleship is to be planned, intentional, and systematic in implementation. Instruction in Bible is foundational to developing a biblical worldview, but it must be supplemented by mentoring and discipleship experiences. Children and students are given opportunities to experience serving others and developing a Christ-like attitude toward the poor, needy, and vulnerable.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
9.1				
9.2				
9.3				
9.4				
9.5				
9.5a				
9.6.				
9.7				

Explanation of why non-compliance is checked:

**Standard Ten:** The school/program shall develop and annually update a Continuous School Improvement Plan (CSIP) that includes specific long range and short range goals and plans, strategies for reaching these goals, and assessment, analysis, and reporting procedures to determine whether the goals have been achieved. This plan must have significant focus on how it will promote quality effective learning for all children and students, organizational growth, and accomplishment of the school wide learning goals based on the philosophy, mission, and vision, and core values.

Indicator #	Non-compliance	Partial compliance	Compliance	Exceeds compliance
10.1				



10.2				
10.3				
10.4				
10.5				

Explanation of why non-compliance is checked:



*"The self-study process of accreditation that schools go through provides the greatest benefit and is the key to school excellence. When you have all of your school's constituency contributing to the process, you bring into focus the areas that can be examined and improved to make your school outstanding and pleasing to God."*

*—Dr. Larry Daugherty  
Maranatha Academy (Kansas)*

# REACH ACCREDITATION INFORMATIONAL BROCHURE

R  
E  
A  
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H

**REACH:** *Accreditation Manual for EE–12 North American and International Schools* has been developed as a new model for accreditation. The document includes comprehensive declarations of quality procedures and practices that should exist in schools and early education programs (schools/programs) that are striving to achieve superior performance and strong effectiveness based on educational research and quality practices from a distinctively Christian perspective.

The manual includes the standards and indicators for all ages that a school/program may serve. All ten standards apply to each level, grades EE–12. Some indicators apply to a specific age group that your school/program may not serve. In an effort to be comprehensive, indicators are included that span a broad range of school age levels.

Each standard has a set of corresponding indicators, a rationale/impact statement, and rubrics. The indicators are descriptions of exemplary practices, processes, and procedures that would be seen in educational programs that are highly effective in meeting the standards. They provide greater clarity of quality practices for each standard. The rationale/impact statement describes what would be observable and supportable in an educational entity that is effectively putting the standard into practice. The rubrics have been developed to assist the school/program in a self-evaluating process to determine compliance with the standards.

The standards, rationale/impact statements, indicators, and rubrics are meant to be viewed as an entire entity and not stand-alone pieces to be met in isolation. Each has an impact on the other, and each plays a major part in the overall effectiveness for educational improvement and student growth, as well as for program improvement and development of the whole child. This tool addresses the unique needs of both K–12 schools and early education programs, and it can be purchased online at [www.acsi.org](http://www.acsi.org).

## ACCREDITATION OVERVIEW

### WHO

Schools/programs, like organizations, are not stagnant. They are always moving in a direction. Accreditation and school/program improvement assist schools/programs in changing for the better in an orderly and systematic way. They bring a vigorous dynamic into the school/program by engaging every staff member in a process of organizational appraisal. The work of accreditation and school/program improvement is rigorous. When the work is scheduled properly, it is not overwhelming, but it is demanding. The end results, though, are well worth the investment.

### WHAT

Accreditation, a national benchmark of quality, is a voluntary process that involves systematic self-evaluation against nationally accepted standards, and the process is validated by peer review.

The process includes five main steps:

1. Application process
2. Candidate status
3. Self-study process
4. Team visit (validation by peer review)
5. Commission decision

### WHEN

A program can begin the accreditation process after it has been in existence for three years. A minimum of one year is required for the self-study process. The goal for the program is to achieve accreditation by fully engaging in the process of self-improvement that is a by-product of the self-study procedure.

### WHY

Children, students, and families are looking for high-quality early care and education. A school's/program's involvement in the accreditation process raises the school's/program's commitment to quality through this intentional investment.

*"I cannot think of any action taken by a school that produces more total school benefit than the decision to attain accredited status. Curriculum quality is strengthened, school policies are refined, student achievement enhanced, and future directions strengthened. Without accreditation the attainment of overall excellence for a Christian school is difficult."*

*—Ken Tanis, Headmaster Emeritus  
Delaware County Christian Schools  
(Pennsylvania)*

*"The accreditation process was very helpful. It really made our program aware of items that we did not know about. It helped to make our program a better program. Thank you. It was such a wonderful experience—we would not change a thing about it. Every item in the accreditation manual was used in our accreditation process to improve our program. It has been a meaningful experience for us all."*

*—Mary Sue Hale  
Cross of Hope Lutheran Preschool  
(New Mexico)*

*"The self-study process of accreditation that schools go through provides the greatest benefit and is the key to school excellence. When you have all of your school's constituency contributing to the process, you bring into focus the areas that can be examined and improved to make your school outstanding and pleasing to God."*

*—Dr. Larry Daugherty  
Maranatha Academy (Kansas)*

## HOW

ACSI's accreditation process is implemented by the regional office that serves your local program. We have a variety of accreditation protocols for schools/programs around the world, so explore your options and purchase the accreditation instrument at Purposeful Design Publications; then call or e-mail your regional accreditation representative.

## ACCREDITATION BENEFITS

### Striving for Excellence: Accreditation as a Path to Quality

*Accreditation* is sought by schools and programs in order to validate their quality and to verify that they are striving for excellence. Most ACSI schools/programs bear the name of Christ, which is excellent, and they should reflect His name in the way they provide high-quality education.

*Accreditation* should be viewed as an ongoing process of institution-wide improvement and development through which a school or program strives for educational and spiritual excellence. It is a process of recognizing and assessing schools and programs against accepted standards of performance, integrity, and quality.

#### ACSI accreditation is developed around two major themes:

1. Reflection on the Christian philosophy of education and spiritual aspects of each component of the organization
2. Evaluation of the educational quality and integrity of the organization

The former addresses the distinctive of a Christian school or faith-based program and the components that make an eternal impact on children, students, and families. The latter addresses the issues demonstrating that the school/program is true to its own statements of philosophy, mission, and goals and that it is meeting the standards of quality and effectiveness.

*Accreditation* is a voluntary process. A school/program that commits to striving for excellence through accreditation is agreeing to a process of ongoing review to strengthen and improve effectiveness and the quality of instruction for the population it serves. A school/program will need to identify the data and research, the information, the evidence, and the documented results that ensure and confirm that it is meeting each standard.

#### Benefits of Accreditation: Too Important to Ignore

- Documents that the school/program is true to its own foundational statements (mission, philosophy, and goals)
- Affirms that the school/program meets standards of quality established by the international school community
- Provides validation of the credibility of the school/program through a peer review process

- Promotes accountability to the school/program community and makes an impact on parental contentment
- Improves instruction targeting increased student achievement
- Increases confidence and reduction of isolation
- Promotes ongoing institutional improvement through a continuous process of self-assessment and systematic school/program development
- Encourages the evaluation of the biblical and spiritual integration of the school/program
- Transfers credits between schools and between nations' school systems
- Extends access to resources and tools to the school/program
- Provides a complete review and written documentation of the school/program
- Gives purpose and direction for long-range strategic planning

### Indicators of a Quality Early Education Program

1. A curriculum based on sound Christian principles of child development
  2. Warm and nurturing interactions among children and staff
  3. A healthy and safe environment for children
  4. A sufficient number of adults per child, appropriate for group size
  5. Strong communication among parents and staff
  6. Staff who are interactive with children and parents
  7. A commitment among staff to the continual development of teaching skills
  8. Developmental appropriateness of the curriculum
  9. Ample materials to stimulate learning
  10. A developmental focus that meets the needs of the whole child
  11. A program that emphasizes language development and a print-rich environment
  12. A program that encourages exploration and discovery
- Adapted from “Finding the Center of Excellence,”  
*Christian Early Education* magazine, volume 3, issue 5

### Accreditation Defined: Early Education Program\*

In recent years, the early education community has rallied around accreditation as an important pursuit for early education centers. You may have heard about accreditation and wondered, “Why should this matter to me?” Or perhaps the term *accreditation* conjures up images of higher education and seems both intimidating and unattainable. This section is meant to take some of the mystery out of accreditation and to share a few ways that ACSI preschool accreditation can be a tool for strengthening your program.

Let’s begin with a definition. Accreditation includes a systematic self-examination of a program, validated by peer review. It includes comparing your program with accepted standards or best practices in the field, as well as evaluating whether your program accomplishes its stated purposes.

We can also define accreditation by noting how it is distinct from licensing. In many states, programs for young children are regulated by licensing agencies that are concerned with protecting children’s well-being and safety. These licensing regulations are commonly considered the floor of quality, below which a program is not safe for children. In this sense, licensing exists to protect children from harm, certainly a worthy aim, but arguably insufficient. As Christian educators convinced through our Lord’s example of the worth of young children, ought we not strive for more? Accreditation requires early education programs to actively promote children’s well-rounded growth and development, and thus it has been likened to the ceiling of quality, which sets a standard of excellence focused on helping children reach their full potential in Christ. Often, licensing standards do not address the experiences and environments young children need for their intellectual development. Even more important, licensing does not hold programs accountable for the spiritual development of children.

Because we're following a scriptural mandate, we Christian educators must be held accountable for the spiritual outcomes in the lives of the children who attend our programs. ACSI accreditation is a good fit for Christian preschools because it requires an evaluation of spiritual as well educational effectiveness.

Most directors regularly evaluate their programs. They are ever aware of classroom interactions and parent comments, making mental note of successes and areas where improvement is needed. This informal self-examination process comes naturally to those concerned with providing quality programs. However, accreditation takes this inclination to improve and systematizes it, providing greater focus and enhanced results in the pursuit of excellence. It is certainly possible to put in a screw with your bare hands, but using a screwdriver is faster and makes the fit tighter and stronger. A screwdriver focuses your energy and increases the impact of your efforts. Do you want to get more results from your activities? Your time is too precious not to take advantage of the tools that can help you accomplish your goals. ACSI accreditation can be one of those tools for your center.

Where licensing falls short, accreditation can be an effective tool for evaluating all aspects of a program.

Perhaps you have a desire to see your program grow, but you don't know where to start. Accreditation can be a road map in accomplishing your program's goals. It will help you focus on your destination and assist you in discerning the best route to the level of excellence you desire. Beyond focusing efforts and providing direction, accreditation can harness your energy and bring you to a place of accountability for your good intentions. Accreditation also places your program in a continual process of evaluation and improvement, thus facilitating ongoing growth.

If Christian preschools exist to glorify God and advance His kingdom, they must be intentional in their approach to caring for and educating young children. We encourage you to pursue ACSI accreditation in order to promote the growth of your program, your staff, and most importantly, the children you serve.

\* Special thanks to Leanne Leak—Assistant Director and Early Education Coordinator, ACSI Northern California/Hawaii Regional Office, for contributing this section.

## NONNEGOTIABLE COMMITMENTS FOR ACCREDITATION

Accreditation requires a strong, pervasive, and continuous commitment. Typically, accreditation commitments stretch the organization and infuse change into it. In order to become or continue to be accredited by ACSI, a school/program must meet foundational requirements. The standards, indicators, and rubrics further address many of these commitments. All the following requirements are nonnegotiable in the accreditation process, and there is a specific protocol for requesting any exception to them. Schools/programs that do not meet these requirements are not accredited by ACSI, or they are placed on provisional status (hold/advised/warned/probation) until these requirements are met.

**Commitment One** The school/program is clearly Christian in its philosophy and orientation. The leadership (the board and the administration) has signed the ACSI Statement of Faith, and it requires the same of the faculty and staff. (Standard One: Philosophy and Foundations)

**Commitment Two** The school/program has developed to the point that it is a viable institution, providing commendable educational services. (Standard Three: Home and Community Relations and Student Services)

**Commitment Three** Education is provided to the students/children through professionally qualified faculty and staff. Faculty and staff have the appropriate credentials, degrees, and training, and they are qualified for their assigned duties. The school/program provides for continuous professional development. (Standard Four: Personnel)

**Commitment Four** The school/program is governed by trustees who develop and give policy direction to the administrative leadership. The administrator is empowered by the governing body to oversee the day-to-day operations. The governing body strictly follows a biblical code of ethics in all its decisions. (Standard Two: Governance and Administrative Leadership)

**Commitment Five** The school/program and its facilities meet all required codes, standards, and requirements for health, safety, and sanitation, and the school/program has developed and implemented a plan for the safety of its children, students, and

staff in the event of an emergency or a disaster. (Standard Seven: Crisis Planning, Safety, Health, and Food/Nutrition Services and Standard Eight: Facilities, Environment, and Transportation)

**Commitment Six** The school/program provides for the spiritual nurture and discipleship of its students, assisting in the development of moral, spiritual beings. The culmination of these efforts yields students who have a solidly developed biblical worldview. (Standard Nine: Character, Values, and Spiritual Development of Students/Children)

**Commitment Seven** The school/program has developed a written curriculum guide/plan for its entire instructional program, and the school/program engages in a systematic review process for the evaluation and development of curriculum, curriculum materials, and instruction. (Standard Five: Instructional Program)

**Commitment Eight** The school/program is well managed in its business operations, including just compensation for the staff. (Standard Two: Governance and Administrative Leadership)

**Commitment Nine** The school/program annually assesses and evaluates its performance at every level. The assessment data and subsequent analysis inform the decisions made by the school. While assessment data and analysis may be handled differently at the early education level, the data and analysis inform the decisions made by the administrative leadership. (Standard Five: Instructional Program)

**Commitment Ten** A continuous improvement process for the school/program is implemented that prioritizes improving the attainment of expected student learning outcomes, the accountability to all stakeholders, and the strategic use of resources. (Standard Ten: Continuous School Improvement)

## STANDARDS

**Standard One: Philosophy and Foundations** The school/program has developed written statements of philosophy, vision, mission, beliefs, and core values, as well as a statement of faith. These statements are well defined and systematically reviewed. They outline the school's/program's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student/child growth and development.

**Standard Two: Governance and Administrative Leadership** Christ-centered governance and administrative leadership that promotes effectiveness of the school/program and growth of the student/child through an established structure contributes to a well-managed and operationally and financially sound Christian educational institution. The administrative leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The governance

*“Few initiatives enable and equip the early education program as much as participating in the ACSI accreditation process. Accreditation not only validates aspects of accomplishments; it encourages the pursuit of continued growth and self-evaluation as well. Our school can measure marked improvements as a direct result of accreditation. The standards are well defined and applicable. Every aspect of our program has been positively affected: the administration, the teaching staff, the support staff, the parents, and most importantly, the children.”*

*—Pat Baer  
Baymont Christian School &  
Preschool Too (California)*

*“ACSI Early Education Accreditation has made our school a better place. Our teachers receive encouragement and support and are motivated towards excellence. The accountability of accreditation gives Happy Hands credibility in our community. And our association with ACSI has provided resources and relationships that are immeasurable. But best of all, our children are receiving what they need and deserve. It's all about the children! Thank you, ACSI!”*

*—Jan Pride  
Happy Hands Educational Center  
for the Deaf (Oklahoma)*

policies are implemented by the staff who are guided by operational policies and procedures developed by the administration. The administrator is the instructional leader of the school, and he or she supervises all faculty and staff.

**Standard Three: Home and Community Relations and Student Services** The school/program exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school/program meets the educational and developmental needs of the students/children it enrolls. Services at the appropriate levels include guidance (both academically and personally) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

**Standard Four: Personnel** All personnel are Christians. They are competent and dedicated and are 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 school/program. 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.

**Standard Five: Instructional Program** The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on research and quality practices. The curriculum of the school/program is driven by well-written policies and procedures. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, and core values to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning outcomes is in place.

**Standard Six: Library, Media, and Technology Services** The library, media, and technology services exist to carry out the mission of the school/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/children, staff, and parents. A long-range plan for technology should be developed.

**Standard Seven: Crisis Planning, Safety, Health, and Food/Nutrition Services** The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Well-written policies and procedures are in place to ensure the health of the students/children—emotionally, physically, spiritually, and academically. Safety procedures are clear and well documented. Food services policies and nutritional information are clearly articulated and posted if food is served on the premises. A well-developed crisis plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events.

**Standard Eight: Facilities, Environment, and Transportation** Facilities—made up of the grounds, all buildings, and equipment—provide a safe, well-maintained physical environment that supports optimal student development and academic growth. The school/program facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision. Transportation guidelines for the staff and the students/children are developed, and written policies and procedures are in place.

**Standard Nine: Character, Values, and Spiritual Development of Students/Children** The school/program shall provide for spiritual nurture and discipleship of its students/children. The spiritual nurturing and discipleship should be planned, intentional, and systematic in implementation. Instruction in Bible is foundational to developing a biblical worldview, but it must be supplemented by mentoring and discipleship experiences. Children and students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. Spiritual formation assessment is part of the ongoing life of the school/program.

**Standard Ten: Continuous School Improvement** The school/program shall develop and annually update a continuous school improvement plan (CSIP) that includes specific long-range and short-range goals and plans; strategies for reaching these



goals; and assessment, analysis, and reporting procedures to determine whether the goals have been achieved. This plan must have significant focus on how it will promote quality, effective learning for all students/children; organizational growth; and accomplishment of the schoolwide learning goals that are based on the philosophy, mission, vision, and core values.

## ELIGIBILITY AND STEPS IN THE PROCESS

### Is Accreditation the Right Process for Your School/Program?

Walk through each phase of the accreditation process, discover the time commitments, and determine your level of readiness.

#### Minimum Eligibility Requirements for Enrollment

- The school/program and its instructional program, including pedagogy and content, must be a suitable match for the ACSI accreditation protocol. (ACSI does not accredit online schools/homeschools/homeschool consortiums, etc.)
- Rubric Indicator 3.2: Enrollment must be sufficient to establish the viability of the school/program. (The school/program meets the needs and the abilities of those enrolled.)
- A recommended guideline for a complete unit has a minimum number of 75 students per unit or 150 students for a complete K–12 unit.
- For accreditation consideration, early education programs must have a minimum of 10 children enrolled.

Contact your regional representative to get more specific information on eligibility.

#### Step 1: The Preliminary Phase

The school/program is responsible for initiating the following:

- Purchasing the accreditation manuals
- Submitting the application and the fee to the regional office
- Scheduling a candidacy status visit to determine level of readiness
- Placing a timeline (three years maximum) for candidacy review, once candidacy is established
- Working with the consultant whom ACSI will assign to the candidate school/program
- Appointing a self-study steering committee
- Continuing activities to attain all standards, which are listed in the *REACH* manual
- Beginning the self-study, according to the timeline—usually during the last year of candidacy

#### Step 2: The Self-Study Phase

The school/program completes the following with the guidance of the consultant/chair:

- Setting a date for the visiting committee
- Assigning subcommittees to conduct a self-study and to complete section reports
- Having sections edited by the steering committee and approved by the entire faculty and school/program leadership
- Completing the plans and priorities section of the self-study
- Compiling the self-study with the supporting data
- Sending the self-study to each member of the visiting committee

#### Step 3: The Visiting Committee Phase

The visiting committee is responsible for the following:

- Reviewing the school's/program's self-study
- Observing the school's/program's operation
- Interviewing the faculty in light of the self-study
- Writing a report on each self-study section and instructional area
- Compiling the findings into a composite report
- Writing a summary report of commendations and recommendations
- Conducting an exit interview with the school/program staff to summarize the findings of the visit
- Having the chairperson submit the report to the regional commission

#### Step 4: The Accreditation Commission Phase

The commission is responsible for the following:

- Reviewing the report of the visiting committee
- Confirming that the school/program has met accreditation standards
- Deciding on the accreditation of the school/program
- Determining any conditions that the school/program must meet
- Notifying the school/program of the decision
- Sending a copy of the visiting committee report to the school/program and ACSI headquarters

#### Step 5: Maintaining Accreditation

To maintain accreditation, a school/program is responsible for the following:

- Modifying school/program action plans according to the commission report
- Implementing action plans
- Documenting progress in annual reports and midterm reports
- Maintaining all accreditation standards
- Paying the annual fee

## ACSI REGIONAL OFFICES

### ACSI Headquarters

PO Box 65130  
Colorado Springs, CO 80962-5130  
(719) 528-6906  
Fax (719) 531-0631  
accreditation@acsi.org

## ACSI NORTH AMERICA REGIONAL OFFICES

### Eastern Canada Region

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acsiec@acsi.org

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acsicw@acsi.org

## ACSI INTERNATIONAL REGIONAL OFFICES

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annamarie\_russell@acsi.org  
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## ACSI INTERNATIONAL SCHOOL SERVICES

### **Africa, CIS, and Europe**

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### **Asia and Latin America**

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david\_wilcox@acsi.org

## RECOGNITION AND VALUE OF ACCREDITATION

Accreditation by a well-recognized agency is a seal of quality on an educational organization. The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and early education program to continuously pursue excellence. We believe that this pursuit matches the biblical directive of approving “things that are excellent” (Philippians 1:10, KJV). The “accredited” seal denotes a school/program that has met institutional standards of quality and that verifies a commitment to strategic improvement and ongoing accountability. The process of accreditation involves three significant elements:

1. Intensive, institution-wide self-appraisal, analysis, and improvement planning
2. External consultation, review, validation, and insights from a visiting peer group
3. Ongoing accountability for improvement through annual reporting and renewal

ACSI’s internationally recognized accreditation program is designed to assist schools/programs in obtaining widely recognized accredited status. ACSI accredited educational institutions receive the following benefits:

- Accredited membership status in ACSI and a listing as such in the directory
- Approval by the U.S. Department of Education for the Student and Exchange Visitor Program (SEVP), the Student and Exchange Visitor Information System (SEVIS), I-20 and I-17 forms
- Various U.S. state and several national recognitions for credits/athletics
- Endorsement to administer College Board/ACT exams on the school site
- A listing on the worldwide International Registry of Accredited Schools through the Commission on International and Trans-Regional Accreditation (CITA)
- Eligibility for joint accreditation status with the following:
  - AdvancEd Accreditation (North Central Association/Southern Association)
  - Northwest Association of Accredited Schools
  - New England Association of Schools and Colleges
  - Middle States Association (Elementary and/or Secondary)
  - Western Association of Schools and Colleges
- Recognition of early education accreditation status in several states, allowing the program to receive higher reimbursement rates for subsidized children (E-mail [earlyeducation@acsi.org](mailto:earlyeducation@acsi.org) to receive information on state approval progress.)

ACSI accreditation is a highly effective way for a Christian school/program to evaluate itself in light of its unique educational mission. An authentic Christian school/program may be thought of as involving the four interwoven educational strands of (1) academic ideas and thinking; (2) skills for life and living; (3) biblical worldview grounding; and (4) personal character, values, and spiritual formation. The self-study process guides a school/program to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The 2010 ACSI process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures. Its core goal is to provoke a reflective and interactive dialog among the stakeholders of a school/program. The school/program will be positioned to refine its strategic plan for student learning and organizational effectiveness, on the basis of its reflection on each of the ten standards and the insights of the visiting team.

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. Most ACSI schools/programs bear the name of Christ, which is excellent (Psalm 8:1, KJV), and as such they should reflect His name in the way they provide high-quality education.

Derek J. Keenan, EdD  
Vice President, Academic Affairs

Accreditation by a well-recognized agency is a seal of quality on an educational organization. The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and early education program to continuously pursue excellence. We believe that this pursuit matches the biblical directive of approving “things that are excellent” (Philippians 1:10, KJV). The “accredited” seal denotes a school/program that has met institutional standards of quality and that verifies a commitment to strategic improvement and ongoing accountability. The process of accreditation involves three significant elements:

1. Intensive, institution-wide self-appraisal, analysis, and improvement planning
2. External consultation, review, validation, and insights from a visiting peer group
3. Ongoing accountability for improvement through annual reporting and renewal

**Section IX (Course Title Approved by the Agency)**

- A. List or attach a list of all subject and/or course titles which the agency approves for grades K-12 and the grade level(s) at which each course is taught.

*ACSI requires all schools to comply with local and state requirements in regards to required subjects and number of hours to meet state graduation requirements.*

*ACSI is not prescriptive in course titles or the ordination of classes provided the school complies with local and state requirements when established.*

## Section X (Licensure and Evaluation System)

A. Explain the agency's professional licensure procedures. Include:

1. The process for obtaining a license;

1. Fill out and submit the application.

2. Submit either:

a. Transcripts showing at least a bachelor's degree from a regionally accredited or ACSI-recognized college.\*\* Transcripts must include your name, the college name and location, the degree earned, the date the degree was awarded (all printed by the college/university). Transcripts may be unofficial. ACSI does not accept diplomas as verification of a degree.

b. A current state certificate (not substitute, emergency, or temporary) in the field of certification you are requesting. If the state certificate uses codes, please ensure that the key to the codes is included. ACSI may require transcripts to verify education credits.

3. Submit the application fee of \$75 for each certificate requested. For example, if you want a secondary and a specialist certificate, you need to submit \$150.

\*\*If your degree was earned outside the United States or Canada, you need to obtain an equivalency report verifying that your degree is equivalent to a U.S. regionally accredited bachelor's degree before your paperwork can be processed. For a list of approved agencies that offer this service, you may visit the ACSI website, or call the Certification Department and we will mail a list to you. If you have already held an ACSI certificate for more than one year and you are changing areas of certification, please contact the Certification Department before submitting any documents.

2. The educational and/or experience requirements for obtaining a license.

*See attached Requirement sheets.*

3. The system by which the agency maintains licensure records for all individuals licensed by the agency.

*All applications and supporting documentation are kept at the ACSI International Headquarters and each applicant's materials are reviewed by evaluators to assure that all requirements for initial and renewal certificates are submitted and meet the stated expectations.*

4. Assurance that all professional personnel are properly licensed.

*Annual reporting is required of all accredited schools and part of the report is certification report which is subsequently verified by a regional accreditation commissioner to assure that all personnel are appropriately credentialed.*

B. Describe the teacher evaluation system.

Standard Four: Personnel – Indicator 4.10 establishes the requirements for ongoing teacher evaluation.



#### Standard Four: Personnel

All personnel are Christians. They are competent and dedicated and are 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 school/program. 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.

#### Indicator 4.10

Procedures, instruments, and files for annual, effective, performance-based evaluation, hiring, rehiring, and separation of employment for all personnel must be organized and systematically stored. A performance assessment includes a self-evaluation component and informs a personal professional development plan of each staff member.

#### Section XI (Administration)

Attach documentation that each member school meets minimum standards as stated in Rule 0520-07-2-.03 (c) 9.

Standard Four: Personnel – Indicator 4.5 establishes the requirements for Administrative licensure.

#### Standard Four: Personnel

All personnel are Christians. They are competent and dedicated and are 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 school/program. 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.

4.5 The K–12 chief administrator and all K–12 principals must hold an ACSI administrative certificate. (see attached requirements for Administrators Certification)

# ACSI K-12 Certification Application

## Contact Information

ACSI Certification Registration Number (if applicable) \_\_\_\_\_ Social Security Number (last 4 digits) \_\_\_\_\_

Mr.  Miss  Mrs.  Ms.

Mail certificate to  School  Personal Address

\_\_\_\_\_  
Last Name First Name Middle Name Maiden Name

\_\_\_\_\_  
Street Address or Post Office Box E-mail

\_\_\_\_\_  
City State/Province Country Zip Code/Mail Code Home Phone/Cell Phone

\_\_\_\_\_  
Christian School Where Presently Employed (if applicable) School Contact Person and Phone Number

\_\_\_\_\_  
Street Address or Post Office Box

\_\_\_\_\_  
City State/Province Country Zip Code/Mail Code

\_\_\_\_\_  
School Phone School Fax

## 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), and 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; they that are saved unto the resurrection of life, and they that 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 12:12–13, 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).

## Affirmation

I hereby affirm by my signature that I subscribe to the ACSI Statement of Faith as it is written and attest that I have not been convicted of a felony, a crime of moral turpitude, or a crime involving child abuse, nor do I have a record of a founded charge of child abuse.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

# ACSI K-12 Certification Application

Please mark the area you are applying for:  Initial  Renewal

\$75 U.S./\$85 Canadian  
for each box checked

## Teacher:

Elementary Teacher

Secondary Teacher

Major (36 semester hours) \_\_\_\_\_ Endorsement (20 semester hours) \_\_\_\_\_

Canadian Teacher

All-Levels (Requires at least 36 semester hours in requested area. You may have multiple subjects on an all-levels certificate.)

Art  Bible  Foreign Language: \_\_\_\_\_  Music  Physical Education  Computer Science

**Specialist:** (Requires at least 36 semester hours in requested area.)

Bible  Special Education  School Counselor  Reading  Library/Media  Computer Specialist

## Administrator:

Elementary Principal  All-Levels Principal  Athletic Director

Secondary Principal  Superintendent\*  Executive Director

\*Applicant must attach documentation from a school board member (or the chair) verifying that he or she functions as the chief school officer, has at least two principals serving under him or her, and has completed a minimum of one year at the superintendent's level.

## Initial Certification Process:

1. Fill out and submit the application.
2. Submit either
  - a. Transcripts showing at least a bachelor's degree from a regionally accredited or ACSI-recognized college.\*\* Transcripts must include your name, the college name and location, the degree earned, the date the degree was awarded (all printed by the college/university). Transcripts may be unofficial. ACSI does not accept diplomas as verification of a degree.
  - b. A current state certificate (not substitute, emergency, or temporary) in the field of certification you are requesting. If the state certificate uses codes, please ensure that the key to the codes is included. ACSI may require transcripts to verify education credits.
3. Submit the application fee of \$75 for each certificate requested. For example, if you want a secondary and a specialist certificate, you need to submit \$150.

\*\*If your degree was earned outside the United States or Canada, you need to obtain an equivalency report verifying that your degree is equivalent to a U.S. regionally accredited bachelor's degree before your paperwork can be processed. For a list of approved agencies that offer this service, you may visit the ACSI website, or call the Certification Department and we will mail a list to you. If you have already held an ACSI certificate for more than one year and you are changing areas of certification, please contact the Certification Department before submitting any documents.

## Renewal Certification Process:

1. Fill out and submit the application.
2. Submit verification of all renewal or upgrade requirements as listed on the Credit Evaluation and Recommendation form.\*
3. Submit the application fee of \$75 per level of certification, unless you are upgrading a certificate within six months of the evaluation date of current certificate.\*\*

**Instead of sending items piecemeal, please send only completed packets of renewal/upgrade materials.**

\*A Credit Evaluation and Recommendation form is attached to the bottom of each ACSI certificate. This form lists the renewal and/or upgrade requirements, which must be completed before another ACSI certificate can be issued. You do not need to submit the Credit Evaluation and Recommendation form.

\*\*If you are upgrading your current certificate within the first six months of the issue date on your current certificate, the fee is \$10; after the initial six months the fee is \$75. **Lifetime certificate:** If you are renewing an ACSI Professional certificate (**not Temporary or Standard**), please send a letter from an administrator or a school board chair stating that you have completed a minimum of five years as a teacher or an administrator in a Christian school setting. This letter, along with proof of the renewal requirements and the application fee, will ensure a Lifetime certificate from ACSI.

# ACSI K-12 Certification Application

Education credit hours from a college/university are acceptable only if the college or university is accredited. For a list of accredited colleges and universities, refer to the current version of the *Accredited Institutions of Postsecondary Education* (Washington, DC: American Council on Education), which may be available in your local library, or search the online database at [www.chea.org](http://www.chea.org).

\_\_\_\_\_ Please indicate the number of transcripts being sent separately and the date requested (directly from the college or university).

\_\_\_\_\_ Please indicate the number of transcripts included with this application.

\_\_\_\_\_ I have CEUs in My VPP on ConNEXUS

Colleges/Universities Attended	Dates Attended	Degrees Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Payment Options:

Rush Process  Yes  No (Please include an additional \$25; application will be processed in five business days.)

Check (included) for \$ \_\_\_\_\_ U.S. funds / \$ \_\_\_\_\_ Canadian funds made payable to ACSI

Money Order (included) for \$ \_\_\_\_\_ U.S. funds / \$ \_\_\_\_\_ Canadian funds made payable to ACSI

Credit Card Type and Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Cardholder's Name (as it appears on the card) \_\_\_\_\_

I authorize ACSI to charge my account in the amount of \$ \_\_\_\_\_ in U.S. funds.

Authorized Signature \_\_\_\_\_

*Please read and complete your application carefully. If your application is incomplete for any reason other than the omission of transcripts that will be coming later from an educational institution, your materials will be returned to you with a note explaining what is lacking. A \$10 processing fee must be included when resubmitting materials within six months of an incomplete application. Please do NOT staple or tape pages or payment. Please note that \$10 of the application fee is nonrefundable.*



# Early Education Certification Application

## Contact Information

ACSI Certification Registration Number (if applicable) \_\_\_\_\_ Social Security Number (last 4 digits) \_\_\_\_\_

Mr.  Miss  Mrs.  Ms.

Mail certificate to  School  Personal Address

\_\_\_\_\_  
Last Name First Name Middle Name Maiden Name

\_\_\_\_\_  
Street Address or Post Office Box E-mail

\_\_\_\_\_  
City State/Province Country Zip Code/Mail Code Home Phone/Cell Phone

\_\_\_\_\_  
Christian School Where Presently Employed (if applicable) School Contact Person and Phone Number

\_\_\_\_\_  
Street Address or Post Office Box

\_\_\_\_\_  
City State/Province Country Zip Code/Mail Code

\_\_\_\_\_  
School Phone School Fax

## 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), and 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; they that are saved unto the resurrection of life, and they that 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 12:12–13, 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).

## Affirmation

I hereby affirm by my signature that I subscribe to the ACSI Statement of Faith as it is written and attest that I have not been convicted of a felony, a crime of moral turpitude, or a crime involving child abuse, nor do I have a record of a founded charge of child abuse.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

# ACSI Early Education Certification Application

Please mark the area you are applying for.

\$75 U.S./\$85 Canadian  
for each box checked

**Initial Provisional Certificate**

- Copy of high school diploma or GED
- Copies of valid first aid and infant/child CPR cards (must show expiration dates)

**Renewal Provisional Certificate**

- ACSI biblical philosophy of Christian school education
- Letter from administrator/director stating length of time employed and validation that candidate has met state and local regulatory requirements, including appropriate background screenings
- Copies of valid first aid and infant/child CPR cards (must show expiration dates)
- Validation of 6 clock hours in Bible
- Completion of a minimum of 60 professional clock hours

**Initial Associate Certificate**

- Copy of high school diploma or GED
- Copy of valid associate credential/national CDA or its equivalent
- Copies of valid first aid and infant/child CPR cards (must show expiration dates)
- Copy of ACSI biblical philosophy of Christian school education course certificate of completion
- Validation of 6 completed clock hours in Bible

**Renewal Associate Certificate**

- Letter from administrator/director stating length of time employed and validation that candidate has met state and local regulatory requirements, including appropriate background screenings
- Copies of valid first aid and infant/child CPR cards (must show expiration dates)
- Validation of 12 additional clock hours in Bible
- Validation of 30 additional clock hours of professional growth

**Initial Teacher Certificate**

- Copy of college transcript\* showing associate's or bachelor's degree in early childhood or child development\*\*
- Copies of first aid and infant/child CPR cards (must show expiration dates)
- Copy of ACSI biblical philosophy of Christian school education course certificate of completion
- Validation of 12 completed clock hours in Bible

**Renewal Teacher Certificate**

- Letter from administrator/director stating length of time employed and validation that candidate has met state and local regulatory requirements, including appropriate background screenings
- Copies of valid first aid and infant/child CPR cards (must show expiration dates)
- Validation of 12 additional clock hours in Bible
- Validation of 30 additional clock hours of professional growth

**Initial Director Certificate**

- Bachelor's degree,\* as stated above, and fulfillment of state regulatory requirements
- Valid first aid card (must show expiration date)
- Valid infant/child CPR card (must show expiration date)
- Copy of ACSI biblical philosophy of Christian school education course certificate of completion
- Completion of 12 clock hours in Bible

**Renewal Director Certificate**

- Validation of first aid and infant/child CPR cards (must show expiration dates)
- Completion of 12 additional clock hours in Bible
- Completion of 50 additional clock hours of professional growth in early childhood education/administration



# Early Education Certification Application

**Renewal Only PAC (Preschool Associate Credential)**

- Validation of first aid and infant/child CPR cards (must show expiration dates)
- Validation of 12 additional clock hours in Bible
- Validation of 30 additional clock hours of professional growth
- Validation that a minimum of 180 clock hours of documented work with young children has been completed in the past year
- Recommendation for Renewal form (page 30) that has been completed by an early education colleague who possesses a minimum of an associate credential or a degree in early education and who can verify the applicant's competency with young children.

\*Transcripts must include the degree, the date of the degree, and the name and location of the college or university. Transcripts do not have to be official.  
 \*\*If degree is in a field other than early childhood education or child development, verification of a minimum of 24 semester hours in early childhood education (birth through prekindergarten, age 5) must also be attached. A director's certification also requires 9 semester hours in administration/business.

If your degree was earned outside the United States or Canada, you need to obtain an equivalency report verifying that your degree is equivalent to a U.S. regionally accredited bachelor's degree before your paperwork can be processed. For a list of approved agencies that offer this service, you may visit the ACSI website, or call the Certification Department and we will mail a list to you.

- \_\_\_\_\_ Please indicate the number of transcripts being sent separately and date requested (directly from college or university).
- \_\_\_\_\_ Please indicate the number of transcripts included with this application.
- \_\_\_\_\_ I have CEUs in My VPP on ConNEXUS.

Colleges/Universities Attended	Dates Attended	Degrees Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Payment Options:

Rush Process  Yes  No (Please include an additional \$25; application will be processed in five business days.)

Check (included) for \$ \_\_\_\_\_ U.S. funds / \$ \_\_\_\_\_ Canadian funds made payable to ACSI

Money Order (included) for \$ \_\_\_\_\_ U.S. funds / \$ \_\_\_\_\_ Canadian funds made payable to ACSI

Credit Card Type and Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Cardholder's Name (as it appears on the card) \_\_\_\_\_

I authorize ACSI to charge my account in the amount of \$ \_\_\_\_\_ in U.S. funds.

Authorized Signature \_\_\_\_\_

*Please read and complete your application carefully. If your application is incomplete for any reason other than the omission of transcripts that will be coming later from an educational institution, your materials will be returned to you with a note explaining what is lacking. A \$10 processing fee must be included when resubmitting materials within six months of an incomplete application. Please do NOT staple or tape pages or payment. Please note that \$10 of the application fee is nonrefundable.*



## Secondary Principal Requirements

INTERIM	TEMPORARY	STANDARD	PROFESSIONAL
Valid 2 years (not renewable)	Valid 2 years (renewable)	Valid 5 years (renewable)	Valid 5 years (can be renewed as Lifetime**)
<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>
Bachelors from an ACSI Recognized College	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Masters from a regionally accredited* college  *accrediting agency must be approved by the US DOE
<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement: (Initial certificate only)</i></b>	<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement:</i></b>
0	0	24 semester hours in education with 6 semester hours being in graduate level educational administration and student teaching* at the secondary level	24 semester hours in education with 6 semester hours being in graduate level educational administration and student teaching* at the secondary level
<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement: (Initial certificate only)</i></b>	<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement:</i></b>
0	0	6 semester hour or 18 CEUs	10 semester hour or 30 CEUs
<b><i>ACSI biblical philosophy of Christian school Education</i></b>	<b><i>ACSI biblical philosophy of Christian school Education: (Initial certificate only)</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>
0	0	Required	Required
<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>
No renewal is possible. The applicant must do all work listed on his/her individual Credit Evaluation Form (sent with ACSI certificate)	May need one or more of the following (check your individual Credit Evaluation Form) : <ul style="list-style-type: none"> <li>• 3 semester hours in graduate level educational administration</li> <li>• 1 semester or 3 CEUs in biblical studies</li> <li>• ACSI biblical philosophy of Christian school education requirement</li> </ul>	Will need to complete the following: <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational</li> </ul>	Will need to complete the following: <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational studies</li> </ul> <p>**This certificate can become Lifetime at the first renewal by submitting a letter from your administrator stating you have worked in a Christian school setting for at least 5 years along with your renewal requirements.</p>



**If you would like to apply for initial certification with ACSI, you need to:**

1. Submit an application (available through the ACSI website or by request from the Certification Department).
2. Submit a current state certificate (not a temporary state certificate) in the requested area and/or transcripts showing college name, location, degree granted, and date degree was granted.
3. Submit the fee as listed on the application.

\*The student teaching requirement can be waived via a letter from your supervisor stating you have worked for at least 2 years full-time at the secondary level [ middle school or above].

<p style="text-align: center;"><b>Helpful Information</b></p>
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1. In order to receive credit for any work accomplished, the applicant must send a transcript or CEU certificate. ACSI cannot accept anything else in lieu of these forms of verification. CEUs must be issued by ACSI-approved CEU providers or by accredited or ACSI-approved colleges/universities. Applicants should verify the approval of CEU provider before participation.
2. If you have 30 semester hours or more in Bible, you may qualify for a lifetime Bible waiver upon ACSI's evaluation of your transcripts.
3. Educational Administration course work would include such things as: Supervision and Leadership, Curriculum Theory and Development, Finance and Business Management in Educational Administration, School Law, Fundraising and Development, Educational Research Methods, Current Trends and Issues in Education, Technology in Administration, Tests and Measurements, Organizational Climate. If you have questions about a specific course, please ask the ACSI Certification Office.
4. Keep a photocopy of each item sent to ACSI, or send photocopies and keep originals.
5. For a list of accredited colleges/universities, refer to the book *Accredited Institutions of Postsecondary Education* (Washington, DC: American Council on Education), which may be available in your local library.
6. An ACSI secondary principal certificate covers middle school through grade 12.
7. A copy of a diploma does not serve as proof of a degree, but a clear photocopy of a transcript is acceptable. Please be certain that the names and locations of the colleges/universities and the degree(s) and date(s) of degree(s) are printed on transcripts (all by the colleges/universities).

**General Renewal Requirements:**

All renewals/upgrades require an application and the fee as requested on the application (reduced fee if resubmitting within 6 months of the certificate issue date; direct any inquiries to the ACSI Certification Department). Instead of sending items piecemeal, please send only completed packets of renewal/upgrade materials.

1 quarter hour = 2/3 of a semester hour

1 semester hour = 3 CEUs (continuing education units) - Please note: CEUs cannot be converted into semester hours

1 CEU = 6–10 hours of contact time (does not include homework time)



## Elementary Principal Requirements

INTERIM	TEMPORARY	STANDARD	PROFESSIONAL
Valid 2 years (not renewable)	Valid 2 years (renewable)	Valid 5 years (renewable)	Valid 5 years (can be renewed as Lifetime**)
<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>
Bachelors from an ACSI Recognized College	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Masters from a regionally accredited* college  *accrediting agency must be approved by the US DOE
<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement: (Initial certificate only)</i></b>	<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement:</i></b>
0	0	30 semester hours in education with 6 semester hours being in graduate level educational administration and student teaching* at the elementary level	30 semester hours in education with 6 semester hours being in graduate level educational administration and student teaching* at the elementary level
<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement: (Initial certificate only)</i></b>	<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement:</i></b>
0	0	6 semester hour or 18 CEUs	10 semester hour or 30 CEUs
<b><i>ACSI biblical philosophy of Christian school Education</i></b>	<b><i>ACSI biblical philosophy of Christian school Education: (Initial certificate only)</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>
0	0	Required	Required
<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>
No renewal is possible. The applicant must do all work listed on his/her individual Credit Evaluation Form (sent with ACSI certificate)	May need one or more of the following (check your individual Credit Evaluation Form) : <ul style="list-style-type: none"> <li>• 3 semester hours in graduate level educational administration</li> <li>• 1 semester or 3 CEUs in biblical studies</li> <li>• ACSI biblical philosophy of Christian school education requirement</li> </ul>	Will need to complete the following: <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational</li> </ul>	Will need to complete the following: <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational studies</li> </ul> <p>**This certificate can become Lifetime at the first renewal by submitting a letter from your administrator stating you have worked in a Christian school setting for at least 5 years along with your renewal requirements.</p>

**If you would like to apply for initial certification with ACSI, you need to:**

1. Submit an application (available through the ACSI website or by request from the Certification Department).
2. Submit a current state certificate (not a temporary state certificate) in the requested area and/or transcripts showing college name, location, degree granted, and date degree was granted.
3. Submit the fee as listed on the application.

\*The student teaching requirement can be waived via a letter from your supervisor stating you have worked for at least 2 years full-time at the elementary level [kindergarten (age 5) through middle school].

<h3>Helpful Information</h3>
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1. In order to receive credit for any work accomplished, the applicant must send a transcript or CEU certificate. ACSI cannot accept anything else in lieu of these forms of verification. CEUs must be issued by ACSI-approved CEU providers or by accredited or ACSI-approved colleges/universities. Applicants should verify the approval of CEU provider before participation.
2. If you have 30 semester hours or more in Bible, you may qualify for a lifetime Bible waiver upon ACSI's evaluation of your transcripts.
3. Educational Administration course work would include such things as: Supervision and Leadership, Curriculum Theory and Development, Finance and Business Management in Educational Administration, School Law, Fundraising and Development, Educational Research Methods, Current Trends and Issues in Education, Technology in Administration, Tests and Measurements, Organizational Climate. If you have questions about a specific course, please ask the ACSI Certification Office.
4. Keep a photocopy of each item sent to ACSI, or send photocopies and keep originals.
5. For a list of accredited colleges/universities, refer to the book *Accredited Institutions of Postsecondary Education* (Washington, DC: American Council on Education), which may be available in your local library.
6. An ACSI elementary principal certificate covers kindergarten (age 5) through middle school.
7. A copy of a diploma does not serve as proof of a degree, but a clear photocopy of a transcript is acceptable. Please be certain that the names and locations of the colleges/universities and the degree(s) and date(s) of degree(s) are printed on transcripts (all by the colleges/universities).

**General Renewal Requirements:**

All renewals/upgrades require an application and the fee as requested on the application (reduced fee if resubmitting within 6 months of the certificate issue date; direct any inquiries to the ACSI Certification Department). Instead of sending items piecemeal, please send only completed packets of renewal/upgrade materials.

1 quarter hour = 2/3 of a semester hour

1 semester hour = 3 CEUs (continuing education units) - Please note: CEUs cannot be converted into semester hours

1 CEU = 6–10 hours of contact time (does not include homework time)



## Secondary Teacher Requirements

Requires 20 semester hours in subject area for an endorsement or 36 semester hours in subject area for a major

INTERIM	TEMPORARY	STANDARD	PROFESSIONAL
Valid 2 years (not renewable)	Valid 2 years (renewable)	Valid 5 years (renewable)	Valid 5 years (can be renewed as Lifetime**)
<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>
Bachelors from an ACSI Recognized College	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Masters from a regionally accredited* college  *accrediting agency must be approved by the US DOE
<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement: (Initial certificate only)</i></b>	<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement:</i></b>
0	0	18 semester hours in educational studies including 1 secondary methods course (a teaching reading course will also be required if certified in the areas of language arts or social science) and student teaching at the secondary level	18 semester hours in educational studies including 1 secondary methods course (a teaching reading course will also be required if certified in the areas of language arts or social science) and student teaching at the secondary level
<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement: (Initial certificate only)</i></b>	<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement:</i></b>
0	0	6 semester hour or 18 CEUs	10 semester hour or 30 CEUs
<b><i>ACSI biblical philosophy of Christian school Education</i></b>	<b><i>ACSI biblical philosophy of Christian school Education: (Initial certificate only)</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>
0	0	Required	Required
<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>
No renewal is possible. The applicant must do all work listed on his/her individual Credit Evaluation Form (sent with ACSI certificate)	May need one or more of the following (check your individual Credit Evaluation Form) :  <ul style="list-style-type: none"> <li>• 3 semester hours in educational studies</li> <li>• 1 semester or 3 CEUs in biblical studies</li> <li>• ACSI biblical philosophy of Christian school education requirement</li> </ul>	Will need to complete the following:  <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational</li> </ul>	Will need to complete the following:  <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational studies</li> </ul> <p>**This certificate can become Lifetime at the first renewal by submitting a letter from your administrator stating you have worked in a Christian school setting for at least 5 years along with your renewal requirements.</p>

**If you would like to apply for initial certification with ACSI, you need to:**

1. Submit an application (available through the ACSI website or by request from the Certification Department).
2. Submit a current state certificate in the requested area and/or transcripts showing college name, location, degree granted, and date degree was granted.
3. Submit the fee as listed on the application.

\*The student teaching requirement can be waived via a letter from your supervisor stating you have worked for at least 2 years full-time in grades 7 - 12.

<h3>Helpful Information</h3>
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1. In order to receive credit for any work accomplished, the applicant must send a transcript or CEU certificate. ACSI cannot accept anything else in lieu of these forms of verification. CEUs must be issued by ACSI-approved CEU providers or by accredited or ACSI-approved colleges/universities. Applicants should verify the approval of CEU provider before participation.
2. If you have 30 semester hours or more in Bible, you may qualify for a lifetime Bible waiver upon ACSI's evaluation of your transcripts.
3. The definition of a methods course is a course that helps you learn teaching skills in a subject or area of teaching. Course topics that would fit under this category are, for example, tests and measurements, curriculum and instruction, teaching science, teaching math, classroom discipline, and exceptional child in the regular classroom. If you have questions about a specific course, please ask the ACSI Certification Department.
4. Keep a photocopy of each item sent to ACSI, or send photocopies and keep originals.
5. For a list of accredited colleges/universities, refer to the book *Accredited Institutions of Postsecondary Education* (Washington, DC: American Council on Education), which may be available in your local library.
6. An ACSI Secondary certificate covers grades 7 through grade 12.
7. A copy of a diploma does not serve as proof of a degree, but a clear photocopy of a transcript is acceptable. Please be certain that the names and locations of the colleges/universities and the degree(s) and date(s) of degree(s) are printed on transcripts (all by the colleges/universities).

**General Renewal Requirements:**

All renewals/upgrades require an application and the fee as requested on the application (reduced fee if resubmitting within 6 months of the certificate issue date; direct any inquiries to the ACSI Certification Department). Instead of sending items piecemeal, please send only completed packets of renewal/upgrade materials.

1 quarter hour = 2/3 of a semester hour

1 semester hour = 3 CEUs (continuing education units) - Please note: CEUs cannot be converted into semester hours

1 CEU = 6–10 hours of contact time (does not include homework time)



## Elementary Teacher Requirements

INTERIM	TEMPORARY	STANDARD	PROFESSIONAL
Valid 2 years (not renewable)	Valid 2 years (renewable)	Valid 5 years (renewable)	Valid 5 years (can be renewed as Lifetime**)
<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>	<b><i>Degree Requirement:</i></b>
Bachelors from an ACSI Recognized College	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Bachelors from a regionally accredited* college  *accrediting agency must be approved by the US DOE	Masters from a regionally accredited* college  *accrediting agency must be approved by the US DOE
<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement: (Initial certificate only)</i></b>	<b><i>Educational Studies Requirement:</i></b>	<b><i>Educational Studies Requirement:</i></b>
0	0	24 semester hours in educational studies including 4 elementary methods courses and 1 elementary teaching reading course and student teaching* at the elementary level	24 semester hours in educational studies including 4 elementary methods courses and 1 elementary teaching reading course and student teaching* at the elementary level
<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement: (Initial certificate only)</i></b>	<b><i>Biblical Studies Requirement:</i></b>	<b><i>Biblical Studies Requirement:</i></b>
0	0	6 semester hour or 18 CEUs	10 semester hour or 30 CEUs
<b><i>ACSI biblical philosophy of Christian school Education</i></b>	<b><i>ACSI biblical philosophy of Christian school Education: (Initial certificate only)</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>	<b><i>ACSI biblical philosophy of Christian school Education:</i></b>
0	0	Required	Required
<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>	<b><i>To Renew:</i></b>
No renewal is possible. The applicant must do all work listed on his/her individual Credit Evaluation Form (sent with ACSI certificate)	May need one or more of the following (check your individual Credit Evaluation Form) :  <ul style="list-style-type: none"> <li>• 3 semester hours in educational studies</li> <li>• 1 semester or 3 CEUs in biblical studies</li> <li>• ACSI biblical philosophy of Christian school education requirement</li> </ul>	Will need to complete the following:  <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational</li> </ul>	Will need to complete the following:  <ul style="list-style-type: none"> <li>• 2 semester hours or 5 CEUs in Biblical studies</li> <li>• 2 semester hours or 5 CEUs in educational studies</li> </ul> **This certificate can become Lifetime at the first renewal by submitting a letter from your administrator stating you have worked in a Christian school setting for at least 5 years along with your renewal requirements.

**If you would like to apply for initial certification with ACSI, you need to:**

1. Submit an application (available through the ACSI website or by request from the Certification Department).
2. Submit a current state certificate (not a temporary state certificate) in the requested area and/or transcripts showing college name, location, degree granted, and date degree was granted.
3. Submit the fee as listed on the application.

\*The student teaching requirement can be waived via a letter from your supervisor stating you have worked for at least 2 years full-time at the elementary level [kindergarten (age 5) through grade 8].

<h3>Helpful Information</h3>
------------------------------

1. In order to receive credit for any work accomplished, the applicant must send a transcript or CEU certificate. ACSI cannot accept anything else in lieu of these forms of verification. CEUs must be issued by ACSI-approved CEU providers or by accredited or ACSI-approved colleges/universities. Applicants should verify the approval of CEU provider before participation.
2. If you have 30 semester hours or more in Bible, you may qualify for a lifetime Bible waiver upon ACSI's evaluation of your transcripts.
3. The definition of a methods course is a course that helps you learn teaching skills in a subject or area of teaching. Course topics that would fit under this category are, for example, tests and measurements, curriculum and instruction, teaching science, teaching math, classroom discipline, and exceptional child in the regular classroom. If you have questions about a specific course, please ask the ACSI Certification Department.
4. Keep a photocopy of each item sent to ACSI, or send photocopies and keep originals.
5. For a list of accredited colleges/universities, refer to the book *Accredited Institutions of Postsecondary Education* (Washington, DC: American Council on Education), which may be available in your local library.
6. An ACSI elementary certificate covers kindergarten (age 5) through middle school.
7. A copy of a diploma does not serve as proof of a degree, but a clear photocopy of a transcript is acceptable. Please be certain that the names and locations of the colleges/universities and the degree(s) and date(s) of degree(s) are printed on transcripts (all by the colleges/universities).

**General Renewal Requirements:**

All renewals/upgrades require an application and the fee as requested on the application (reduced fee if resubmitting within 6 months of the certificate issue date; direct any inquiries to the ACSI Certification Department). Instead of sending items piecemeal, please send only completed packets of renewal/upgrade materials.

1 quarter hour = 2/3 of a semester hour

1 semester hour = 3 CEUs (continuing education units) - Please note: CEUs cannot be converted into semester hours

1 CEU = 6–10 hours of contact time (does not include homework time)



# Christian Philosophy of Education Checklist for Teachers/Administrators

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Name

---

ACSI Certificate #

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Mailing Address

City

State

Zip Code

---

School Name

---

School Address

City

State

Zip Code

**Check the following when completed. All requirements must be fulfilled prior to submission:**

1. \_\_\_\_\_ I have reviewed The Philosophy of Christian School Education DVD by Dr. Derek Keenan, produced by ACSI.
2. \_\_\_\_\_ I have read the books that are required. Please see reverse side for list of required books for both teachers and administrators.
3. \_\_\_\_\_ I have completed the written assignment.

Administrator/Board Chairman or Pastor, please sign verifying that the applicant has successfully completed the above requirements. Administrators who complete the philosophy requirements should have this form signed by the school board chairman or the pastor of their church or school.

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Signature of Administrator/Board Chairman or Pastor

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Date

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Printed Name

**Send this completed form with your application, fee, etc. Do not send separately. This checklist is not required for your first ACSI Interim or Temporary (Basic) certificate.**

*Unless otherwise noted, all materials necessary for completion of the philosophy requirement may be ordered from the ACSI Order Department at 800-367-0798. If you are ordering in Canada, please contact the Prairie Book Room at 300-456-0961 for the books published by ACSI.*





### Required Reading List

- a. *Foundations of Christian School Education*. Colorado Springs, CO: ACSI, 2003 (800) 367-0798.
- b. *Love Your God With All Your Mind*. J. P. Moreland. Colorado Springs, CO: NavPress, 1997. Available through ACSI, Colorado Springs, CO: (800) 367-0798.
- c. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*. Donovan Graham. Colorado Springs, CO: ACSI, 2004. (800) 367-0798
- d. *Reclaiming the Future of Christian Education*. Albert E. Greene. Colorado Springs, CO: ACSI, 1998. (800) 367-0798.
- e. One of the books below may be used in place of one of the required books listed above.

### Additional Books: (Please check the one additional book you chose from the list below)

- \_\_\_\_\_ a. *Virtuous Minds*. Philip E. Dow, 2013. IVP Academic. Available through ACSI, Colorado Springs, CO: 800-367-0798.
- \_\_\_\_\_ b. *By Design: Developing a Philosophy of Education Informed by a Christian Worldview*. Dr. Marti MacCollough, 2013. Available through ACSI, Colorado Springs, CO: 800-367-0798.
- \_\_\_\_\_ c. *A Christian Paideia: The Habitual Vision of Greatness*. D. Bruce Lockerbie. Colorado Springs, CO: Purposeful Design Publications, a Division of ACSI, 2005. 800-367-0798.
- \_\_\_\_\_ d. *Truth & Transformation*. Vishal Mangalwadi, 2009. YWAM Publishing.
- \_\_\_\_\_ e. *The Pattern of God's Truth*. Frank Gaebelin. Colorado Springs, CO: ACSI, 1997. 800-367-0798.
- \_\_\_\_\_ f. *Steppingstones to Curriculum*. Dr. Harro Van Brumelen, 2002. Available through ACSI, Colorado Springs, CO: 800-367-0798.
- \_\_\_\_\_ g. *Guiding Faculty to Excellence*. Dr. Gordon Brown, 2002. Available through ACSI, Colorado Springs, CO: 800-367-0798.

### Writing Requirement

Write approximately six typed pages on your personal understanding of the crucial elements of a Christian philosophy of education.