Thoughts for the Senior Pastor

There is an inexpressible delight that stirs my spirit every time newly equipped leaders step into service. Foursquare Bible Institutes, Schools of Ministry, and Church-Based Bible Colleges are readying leaders with a full-hearted commitment to God and His Word, as well as with a fully ensconced dependence upon the Holy Spirit. Leaders emerging from our church-based training sites exude a spiritual vitality and motivation that is reflective of the brightly burning fire within our Foursquare churches. May these fires blaze and refine empowered and called pastors for churches and new plants! I anticipate Foursquare Bible Institutes, Schools of Ministry and Church-Based Bible Colleges continuing on the keen edge of developing trained leaders.

The manual you are about to review has been designed as a practical resource to assist you in the development of a new Foursquare Bible Institute or School of Ministry. Our vision is to release you to meaningful service. We trust this manual is the perfect tool for the job. Today’s church will benefit from well-organized and clearly defined church-based ministry training. These church-training centers, within the context of the local church, will result in healthy church leaders through practical modeling and instruction.

As the Foursquare movement looks toward the future with vision and goals for church planting, it is clear that a key factor of this expansion is the training of pastors for the harvest. Licensed Foursquare pastors will be training in a variety of venues, including distance learning programs, traditional Bible Colleges and Seminaries, and several emerging models of church-based ministry training including Bible Institutes and Schools of Ministry. Over the last ten years, there has been an explosion of new church-based ministry training sites across our Foursquare movement, from just a handful of Bible Institutes and Schools of Ministry in 1998 to over 55 certified church-based ministry training sites in 2009. The success of these sites in training healthy ministers has shown this new trend to be a viable leadership development model. This manual will provide you with all the tools you need to start a new Bible Institute or School of Ministry.
# Table of Contents

**Introduction and Overview of Foursquare Ministry Training** | 1  
**Introduction to the Manual** | 1  
**Planning and Developing a Foursquare Training Institute: A Brief Overview** | 3  
**Answers to Twenty-One Frequently Asked Questions For Prospective Institute Leaders** | 7  

**Foursquare Ministry Training: Our History, Structure, and Models for Training** | 13  
**Bible Institutes: Our Heritage, Our Future** | 13  
**Foursquare Ministry Training Structure** | 19  
**Training Format in Institutes, Schools of Ministry, and Church-Based Bible Colleges** | 20  
**Ministry Leadership Training Models** | 21  
**Comparison of Forms of Theological Education** | 21  
**Why Do We Need Guidelines?** | 23  
**Standards for Certified Schools of Ministry, Bible Institutes, & Church-Based Bible Colleges** | 24  
**Distinctives in Training Foursquare Leaders** | 25  

**Laying the Foundations: Legal and Academic Standards for Operating an Institute** | 27  
**Legal Requirements for Foursquare Bible Institutes and Schools of Ministry** | 27  
- State Regulation | 27  
- Insurance | 27  
- Non-Deductible Tuition | 27  
- Bookkeeping and Audits | 27  
- Large Value Donations | 28  
- Sale of Products | 29  

**Legally Required Catalog and Brochure Policy Statements** | 29  
- Non-Discrimination Policy | 29  
- Statement on Diversity | 29  
- Family and Educational Rights and Privacy Act Policy | 30  
- Americans with Disabilities Act Policy | 31  
- Sexual Harassment Policy | 31  
- Anti-Bullying Policy | 31  
- Drug-Free Policy | 32  
- Statement of Faith | 32  
- Truth in Advertising | 32  
- Accreditation | 33  

**Academic Standards for Foursquare Bible Institutes and Schools of Ministry** | 34  
- Basic Academic Requirements | 34  
- Definition of Formal and Non-formal Instruction | 35  
- Academic Catalog Standards | 37  
- Academic Honesty | 38  
- Academic Freedom and Responsibility | 38  
- Course Numbering | 38  

**The School Mission Statement: The Internal Operating Standard** | 39  
**Faculty Requirements** | 41  
- Where Do I Find Experienced Ministry Leaders to Help? | 42
Curriculum Requirements: Basic Course of Study for Certified Bible Institutes and Schools of Ministry
Recommended Subject Balance for 2-Year Bible Institute Curriculum
Basic Curriculum Requirement—Foursquare Doctrine
Basic Curriculum Recommendations for Bible Institutes
Course Substitution

Ministry License Preparation as Part of the Curriculum

Additional Important Concepts to Consider When Building Your Curriculum
Adding a Local Touch to Traditional Curriculum Courses
Balancing Tried and True with Innovation
Balancing High Tech with High Touch
Maximizing the Institute/Church Connection—Education That Balances Head, Hands, and Heart
Marketplace Ministry and Training Marketplace Ministers

Calendar Format: Quarters versus Semesters

Credit Hour Conversion: Quarter Hours to Semester Hours

Course Outline or Syllabus Standards

Standards of Behavioral Conduct for Faculty, Staff, and Students
Sample Standards of Conduct
Representing the Institute or College
Board of Discipline
Discipline for Violating Behavioral Standards of Conduct

Getting Your New Institute Started: From Vision to Your First Term of Operation
Starting an Institute: Fine Tuning Your Dreams
Sample Timeline for Starting an Institute

How to Start an Institute
Secure The District Supervisor’s Approval
Secure The Church Council Agreement
Set Up an Administrative Committee
Appoint a Director

Developing the Institute Budget
Additional Considerations Regarding Tuition and Fees
Bible Institute Budget Worksheet

Funding the Institute Vision

Setting up for the First Term
Scheduling Class Meeting Times
Term Calendar Formats

Course Rotation and Scheduling
Selecting and Ordering Textbooks

Preparing the Faculty for the New Term
Faculty meetings
Instructional Support Services that should be provided to faculty
New Faculty Packet Contents
Choosing an Official School Form and Style Manual
Faculty and Institute Resources Available from Life Pacific College
Bringing in the Students 71
Launching Your New Institute—Informational Meetings, Vision Casting, PR 71
Recruiting Students 72
  Ways to Promote a Bible Institute or Church-Based Bible College 72
  Representing the Institute or College 73
  Sample Handout for People Wrestling with a Call to Ministry 74
New Student Application Process 76
  Sample Acceptance Criteria 77
  Probationary or Conditional Admission 78
New Student Orientation: Getting the Students Off to a Great Start 78
  New Student Orientation 78
  Sample Orientation Schedule 79
  Study Tips for Success! 80
Academic Advising 81
Registering Students for Classes 82
  Visiting or Transient Student Status 82
  Audit Status 83
  Community Enrichment Status 83
  Schedule Changes: Adding a Course, Dropping a Course 83
  Academic Load 84
  Identification Cards/Library Cards 84
  Payment and Fees 84
  Unpaid Accounts 85
Operating the School Once Classes Have Begun 86
Academic Policies and Procedures for Students 86
  Attendance 86
  Sample Attendance Policy 86
  Emergency Suspension of the Term 87
Student Evaluation (Testing and Term Projects) 87
  A Word on Test Design 88
  Guidelines on Grading Essay Exams, Short Answer Questions, and Term Papers 88
Grading 88
  Grading Scales 89
Academic Standing 90
  Calculating Grade Point Averages 90
  Academic Honors and Recognition: President’s List and Dean’s List 90
  Sample Policies Regarding GPA and Academic Standing 90
    Grade Requirements for Continued Enrollment 90
    Academic Probation 91
    Academic Alert 91
    Academic Suspension 91
    Appeal 92
Records and Record Keeping 92
  Record Keeping 92
  Right of Access to and Limitations to Disclosure of Student Records 93
  Process Transcript Requests 93
  Student Records That Should Be Kept 93
  Sample Student File Contents and Order of Documents 95
  Faculty and Staff Records That Should Be Kept 96
Facilities—Providing a Healthy Learning Environment 97
Guidelines for Personal Safety On and Off Campus 98
Emergency Preparedness 100

Developing The Institute Library 101
Library Cards 101
The Library Collection 101
  Library Resources from Life Pacific College 102
  Cataloguing the Collection 102
  Building the Library Collection 102
Library Shelving and Floor Plan Layout 103
Library Lighting 104
Processing Supplies and Book Preservation 104
Periodicals 104
  Theological Journal Library 105
  Sample List of Inexpensive Paid Subscription Periodicals for Your Library 105
  Display, Storage, and Preservation of Periodicals 106
Library Computer Use 107
  Sample Computer Use Policy 107
Lending Policies 108
Online Access and Database Research 109
Library Supervision 110
Library Agreements 110

Keeping the Students Connected: Student Life, Student Services and School Identity 111
Student Life 111
  Community 111
  Spiritual Life 111
  Chapel 112
  Student Life Activities 112
    Special Event Planning Checklist 112
Student Services 115
  Mentoring and Character Formation 115
  Prepare Students for Ministry by Developing a Culture of Ministry to Each Other 115
  Shadowing program 116
  Making your Bible Institute Campus Child-Friendly for Students with Children 116
Building School Identity and Growing School Spirit 117
  School Identity 117
  School Mission 118
  School Core Values (with Symbols and Praxis) 118
  School Motto 118
  Official School Seal 118
**Institute Start-Up Manual**

| Official School Mascot                        | 119 |
| Official School Colors                       | 119 |
| Popular School Logo, Logo Wear, and Logo Items | 119 |
| Official School Scripture                    | 120 |
| Songs and Cheers                             | 120 |
| Official School ID Card                      | 120 |
| School History and Lore, etc.                | 120 |

**Applying for Certification as a Foursquare Ministry Training Institute**

| Application for Certification               | Application 1 |

**Appendix A: Foursquare Ministry Licensing Process and Interview Questions**

| Foursquare Ministerial License: First-Time Applicant Overview of the Licensing Process | Appendix A1 |
| Foursquare License Interview Questions     | Appendix A3  |
| Doctrinal Questions                       | Appendix A3  |
| Practical Questions                       | Appendix A5  |
| Polity Questions                          | Appendix A8  |
Introduction

Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:18-20

And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others. 2 Timothy 2:2

You are about to embark upon a great adventure of obedience that will impact the health of the Church for generations to come. It is a command. It is a sacred trust. It holds great promise! It comes with a blessing.

Each generation of Christian leaders has been entrusted with raising up and discipling the next generation of Christian leaders. It has been that way for 2000 years. It will be that way until Christ returns. If our generation fails to fulfill this task, or does so poorly, the church of the next generation will suffer.

For the first 1500 years after the resurrection, this discipling and training of the next generation of leaders took place in the context of the local church. But for the past 500 years, churches have delegated the task of raising up the next generation of Christian leaders to Christian colleges, universities and seminaries removed from the context of the local church. Unfortunately, this has often led to Christian leaders who are great theologians but cannot lead, who are great interpreters of Scripture but have poor ministry and people skills, who can argue all the hot topics of Christian ethics but have poorly developed Christian character and no spiritual fire.

Beginning in the 1970s and gaining momentum in the late 1990s, there has been a groundswell of local churches that have taken back the responsibility of training and discipling the next generation of Christian leaders. Not wishing to abandon the academic foundations of ministry training, they have established Bible Institutes, Schools of Ministry and Church-Based Bible Colleges to provide college level ministry training in the context of the local church. The result has been church-based ministry training that balances Head (Bible and Theology), Hands (Ministry and Leadership Skills), and Heart (Character and Spiritual Formation).

By placing ministry training back in the context of the local church, students can move seamlessly back and forth between principle and praxis. In most traditional Bible Colleges and Seminaries, students have to go searching for places where they can practice the ministry and leadership skills that they are learning in the classroom. Since church-based ministry training takes place in a healthy active church setting, students can immediately go from the classroom to a ministry assignment. They can shadow, intern, serve on staff, or volunteer right outside their classroom door. This means that students are able to try out what they are learning between classes and can come back into class the next week with questions, challenges, frustrations and triumphs to share and discuss. They also have the opportunity to take on increasing levels of leadership responsibility in the context of the local church under careful mentoring and supervision.

In order to maximize the effectiveness of this church based ministry training, your church staff and volunteer ministry leaders must be fully committed to this process. They need to go beyond seeing students as free slave labor for their ministries, to understanding that they have been entrusted to make an investment in the long-term health and growth of their church and churches throughout the region.
They need to see their work supervising and training students as kingdom work. There needs to be a willingness to speak into the lives of the students, not just on the skill level, but also on the character and spiritual growth level—*to make disciples*.

Faculty members in church-based ministry training must make sure they give adequate time in the classroom to discuss the application of the principles they are teaching and to process questions and feedback that students bring back with them from their praxis experience in ministry. Institute and Bible college faculty must commit to go beyond the basics of Biblical background, content and meaning to ask, "So what?" The teachers must challenge their students to apply what they are learning and encourage feedback. They must discuss issues in class that move beyond biblical and theological principles to skill development and character development. To bear fruit in effective ministry, biblical and theological knowledge must encourage a deeper and growing relational knowledge of God that moves students to a lifestyle of worship and devotion, refines their character, and propels them forward into the world with the good news of Jesus Christ under the power and leadership of the Holy Spirit.

To do this, faculty members need to provide opportunities for students to try out their spiritual gifts and ministry skills on each other in class even before sending them out into the church to exercise what they have learned, so they can work out some of the kinks in a safe controlled nurturing environment. Students must be encouraged to explore their emerging gifts and skills by ministering to each other. If they make mistakes, there is loving understanding, gentle correction and guidance, and encouragement to try again until confidence and competence is developed. Students will learn to draw from each other's strengths. They will learn mutual dependence on the whole body of Christ in their areas of weakness and need. And they will develop deep lasting relationships, the kind where they can call upon each other at any time, day or night, whenever they are in need of ministry, encouragement, or someone to talk things out.

Long term success and vitality in ministry is often more dependent upon the condition of the minister's character and heart than upon the soundness of his or her theology and the strength of his or her ministry skills. Many well-trained and gifted ministers lose their effectiveness or are forced to step down from ministry because of character issues that have gone unchecked. Therefore, character formation needs to be an important part of church-based ministry training. This is best accomplished through intentional mentoring by faculty members and ministry field supervisors. Ministry situations have a way of exposing character flaws. The alert mentor will seize the opportunity to provide loving correction and guidance at the teachable moment when the flaw is exposed. Effective mentors will also find that group study of key Bible passages, such as the Sermon on the Mount and the Fruit of the Spirit, will provide ample opportunities to address key issues of spiritual and character formation.

The fact that you are reading this introduction, means that you have chosen to answer God’s call to take up the challenge of church-based ministry training. It will take hard work and lasting commitment, but the fruit of healthy well-prepared Christian leaders is worth the effort. This Manual, used in conjunction with the *Foursquare Ministry Training Institutes, Schools of Ministry and Church-Based Bible Colleges Handbook of Operations* will carefully guide you through the process from start to finish and provide you with the clarity of vision and the operational tools necessary to successfully complete the task of running a Bible Institute or School of Ministry. By providing church-based ministry training that properly balances head, hands and heart, we will raise up generations of healthy well-prepared ministers that will plant, cultivate and lead healthy churches for years to come.

Blessings and Aloha,
Dr. John Brangenberg, Manual Editor
Planning and Developing a Foursquare Training Institute: A Brief Overview

By Dr. Dan Hedges

Define the Basic Parameters of the School
Clarify Your Mission-Purpose
1. Write a brief mission statement, which includes the training mission of the Church, ICFG, your sponsoring church, and your specific endeavor.
2. Share this statement with the school and church leaders for additional input.
3. Adopt the final version as your official mission-purpose statement.

Assess the Need and Potential
1. Survey your church membership for prospective students.
2. Survey area ICFG churches for additional students.
3. Assess the potential of the community for producing additional students.
4. Who are they? What are their needs and interests? What are their ages and backgrounds?
5. What kind of school will best meet their needs?

What kind of Program? What goals do you hope to fulfill?
• Academic?
• Practical?
• Credit Transfer?
• Credentialing?

Select a Model or Type of School
• School of Ministry?
• Formal Bible Institute?
• Non Formal Bible Institute?
• Non Traditional Program?
• Combination of the Above?
• Other Model or Type?

Determine the Duration of the Training that Best Meets Your Needs
• Two Year
• One Year
• Term
• Series
• Course
• Event

Determine Recognition of Completion
• Diploma
• Certificate
• Qualification for Ministry Credential

Educational Requirements for ICFG International License *
• Two years of full-time theological training from an approved school
• ICFG Distinctive Courses: Polity, Doctrine, and Heritage
• Approved Curricular Offerings
• Non-Curricular Offerings
• Special Educational Events
• Coordinating District Supervision
*Consult Resource Manual
Develop the Institute Curriculum

Major Categories of Ministry Training Curriculum

- Theological Courses
  - Systematic Theology
  - Historical Theology
  - Foursquare Doctrine

- Practical Ministry Courses
  - How to Preach
  - Personal Evangelism
  - Church Planting

- Christian Life Studies Courses
  - Prayer
  - Principles of Bible Study
  - Worship
  - Discipleship

- Biblical Studies
  - Old Testament Survey
  - New Testament Survey
  - The Life of Christ
  - The Book of Romans

- General Education Courses
  - English Composition
  - Western Civilization
  - Speech Communication

- Specialized Courses
  - Foursquare Polity
  - Foursquare Missions Today
  - Women in Ministry

- Foursquare Heritage
  - Cross-cultural Missions

- Church History
  - Pastoral Counseling
  - Leadership Studies

Examples of Theological Courses

Examples of Practical Ministry Courses

Examples of Christian Life Studies Courses

Examples of Biblical Studies Courses

Examples of General Education Courses

Examples of Specialized Courses

Sample Basic Two Year Institute Curriculum

Sample Year One Basic Curriculum

- Principles of Bible Study
- Old Testament Survey
- New Testament Survey
- The Pentateuch
- Life of Christ

- Christian Doctrine
- Church History
- Personal Discipleship
- Letters of Paul
- General Epistles
Sample Year Two Basic Curriculum
- Introduction to Foursquare Ministry
- Principles of Christian Leadership
- Foursquare Heritage
- Foursquare Doctrine
- Foursquare Polity
- Church Planting (CPI)
- Personal Evangelism
- Preaching and Teaching
- Stewardship of Christian Ministry
- Foursquare Missions

Determine the Instructional Format
Course Scheduling
- 15-Week Semester
- 10-Week Quarter
- One-Week Module
- 5-Week Term
- Weekend Format
- Traditional Schedule
- Adult Learner Schedule

The Two Year Program
- 750 Class Contact Hours
- 60 Credit Hours
- 37.5 contact hours equals 3 credit hours
- Conversions for Non Formal Training
- Internships and Field Work
- Non Traditional Program Options
- Full Time Equivalency=12+ semester hours per term

Delivery Systems
- Traditional Programs
- Non Traditional Programs
- One Night Per Week Program
- Distance Learning
- Guided Study Group
- Cohort Group
- Lock Step Program

What is a Cohort Group?
- 12-25 Students
- One Night Per Week (2-4 Hours)
- 5 Week Terms
- 10 Month Schedule
- Peer Learning Experience
- Career Focused
- Works for Formal Bible Institute or School of Ministry
- Prescribed Curriculum
- Learning Group Meetings
- Modifications for Larger Group

Develop the Institute Faculty
Faculty Qualifications
- One Degree level above program level (4-year degree or more to teach in 2-year program)
- Degree concentration relevant to course
- Degree from approved institution
- Transcript and application required
- Professional Ministry Experience
- Adjunct Instructor
- Course Administrator

Faculty Classification
- Instructor
- Instructor of Record
- Lecturer
Develop the Administrative Structure of the Institute

Record Management
- Financial Records
- Faculty Records
- Student Records
- Transcripts
- Institutional Records
- Employment Records

Governance
- Sponsoring Church or District
- Administrative Board or Committee
- Pastor as Overseer
- Institute Director
- Administrative Staff
- Faculty

Responsibilities of the Institute Director
- Organizational Leadership
- Academic Leadership
- “Chief Administrative Officer”
- Director of Student Service
- Liaison to Sponsoring Church
- Faculty Supervision
- Advocate for Credit Transfer

Apply for ICFG Certification
1. Complete Application for Certification
2. Secure ICFG Church and District Sponsorship
3. Secure Administrative Committee Approval
4. Secure District Supervisor Approval

Institute Qualifications for Certification
1. Qualified Institute Director in Place
2. Compatibility of Mission-Purpose
3. Appropriate Instructional Program
4. Legal Operation within the State
5. Effective Management System in Place
Answers to Twenty-One Frequently Asked Questions
For Prospective Institute Leaders
By Dr. Dan Hedges and Dr. John Brangenberg

1. Why would my church want to start a Ministry Training Institute?
   A Ministry Training Institute provides your church with the opportunity to invest in leadership the way Christ did, with careful instruction and intentional application as he engaged the community around him. The Institute model equips rising leaders by fusing sound doctrine and practical application to develop the whole person as a servant for Christ. Starting an Institutes means beginning to connect with Foursquare Leadership Activity around the country and the world to fulfill the Great Commission.

2. Where can I find help with important information and guidelines?
   An excellent resource that will help you in every area of Institute development and operation is available to you in the Foursquare Ministry Training Institutes, Schools of Ministry, and Church-Based Bible Colleges Handbook of Operations. The Handbook supplies you with practical explanations, troubleshooting, example documents, and printable resources useful for all areas of the Institute: records, student life, faculty instruction and encouragement, staff involvement, and administration.

3. Are there resources available for through Life Pacific College to help the local Institute?
   From example documents to ready to use courses and instructional resources, Life Bible College wants to help your local institute. You are not alone, there are resources available right now to support institutes just starting or continuing. These resources can be found in the institutes course bank accessible at www.lifepacific.edu/institute.

4. How do I organize a Ministry Training Institute?
   First, relax. We have the resources and support staff to help you at each stage of this rewarding process. In the third section of the Handbook, as well as the Institutes Start-Up Manual, you will find step-by-step instructions and practical guidelines on the start-up process for a new institute from how to communicate with your church and pastor to informing your community and establishing a successful budget. It is challenging, but the reward far outweighs the initial investments.

5. What is the difference between the training a person receives in Bible College as compared to a Training Institute?
   The primary advantage of institute training is the opportunity for hands-on practical application of ministry skills and close mentoring provided by training in a church setting rather than a free-standing Bible college.

All certified Foursquare Bible Institutes, Schools of Ministry, and Church-Based Bible Colleges have the same foundational elements of Foursquare Doctrine and balanced curriculum. Certified Bible Institutes maintain an established number of hours so students may possibly transfer credit to a 2-Year or 4-Year Bible Colleges to earn an Associate’s or Bachelor’s degree, or they can qualify for the International Ministry License from Foursquare upon institute graduation and appointment to a ministry position. The primary difference between Bible colleges (either traditional or church-based) and formal Bible institutes is that Bible colleges have legally constituted as
educational non-profit corporations separate from the parent church and have been authorized by their state to award degrees. Both formal institutes and Bible colleges have academically qualified faculty and teach at a collegiate level.

Bible College and Formal Institute training is predominately formal (classroom & institution based), whereas non-formal institutes balance classroom training with hands-on training approximately 50/50. Schools of Ministry vary in courses and hours offered, and they provide both informal (relationship/activity based) and formal (classroom/institution based) training.

6. What is the difference between a School of Ministry and a Formal Institute in the Foursquare system?

A School of Ministry maintains a foundation of Foursquare doctrine and a balanced approach to curriculum. A School of Ministry differs from an Institute with its liberty in the number of training hours and type of instruction offered. Faculty must show competence in their areas of instruction and have related ministry experience as the minimum standard, though a Bachelor’s degree is recommended. Schools of Ministry are not normally able to establish credits that transfer or work towards degrees.

A Formal Institute also maintains a foundation of Foursquare doctrine and balanced curriculum. Institutes require a greater number of contact hours involving more formal and non-formal instruction than a School of Ministry and require the faculty to not only have related experience but a degree (Bachelor’s degree in the field of instruction is the minimum, though a Master’s is preferable) from an accredited college. Bible Institutes can connect with Bible colleges to establish relationships called articulation agreements that provide transfer of institute credits towards college degrees.

7. What fees and expenses should I expect for certification with Foursquare Ministry Training?

• $100 for initial application for certification.
• $100 annually for annual certification renewal submitted with your annual institutes report.
• $100 registration fee to attend the mandatory annual Foursquare Ministry Training Institutes Symposium, plus travel expenses.

8. What do I need in order to gain certification for my Institute?

It is recommended that any new institute or school of ministry that desires to be recognized as Certified by Foursquare Ministry Training apply for certification prior to offering its first classes. However, the Application for Certification by Foursquare Ministry Training may be completed at any time. It should be completed and finalized by December 31, for recognition at the Annual Foursquare Ministry Training Symposium held each year in February. The Application for Certification form is available for download from the Foursquare Ministry Training Website under Forms and Application. A $100 Application Fee must accompany the application. An important part of the process is a formal resolution to request permission to operate a Foursquare Ministry Training Institute signed and approved by the Senior Pastor and Church Council.
9. What is the difference between certification and accreditation?

Certification is a form of formal recognition by Foursquare Ministry Training that certifies that an institute is operating according to the appropriate standards prescribed in the Foursquare Ministry Training Institutes, Schools of Ministry and Church-Based Bible Colleges Handbook of Operations. Certification also signifies that the two-year institute program provides the appropriate academic foundation that qualifies institute graduates to apply for the International Ministry License from ICFG upon appointment to a ministry position in ICFG. Certification also opens the door for transferability of credits to Life Pacific College for those institute graduates who desire to continue on to complete their four-year bachelor’s degree. Certification is a relatively simple process that can usually be accomplished during the first year of institute operation or even before an institute begins offering classes.

Accreditation is a very lengthy process of approval by a federally recognized accreditation association, which usually takes 8-10 years to accomplish. There are only two accreditation agencies that have been approved by the US Council on Higher Education Accreditation (CHEA) to accredit Bible Colleges, the Association for Biblical Higher Education (ABHE) and the Trans-National Association of Christian Colleges and Schools (TRACS). Schools of Ministry and Institutes are not eligible for accreditation, since a school must incorporate separately as an educational non-profit corporation and be licensed by its state to award degrees in order to pursue the accreditation process. Church-based Bible colleges, both two and four-year, may begin the process of accreditation with the ABHE or TRACS after five years of operation. This may include years the school operated as an institute before incorporating as a college. Detailed guidance on making the transition from institute to Bible College to ABHE accreditation is found on pages 2.62-65 of the Handbook.

Though Formal Bible Institutes are not eligible for accreditation, they are eligible for Affiliate membership with ABHE. Though this is not accreditation, it does have meaningful benefits that greatly enhance the quality of operations at an institute. See Handbook pages 4.123-27 for details on applying for Affiliate Status with ABHE.

10. How long is my program of instruction required to be?

Both formal and non-formal Bible institutes and two-year church based Bible colleges must be a minimum of 750 contact hours (60 Semester hours) which takes two years of full-time coursework. Schools of ministry must be at least 350 contact hours of instruction (30 semester hours, which takes one year of full-time instruction. Four-year church-based Bible colleges must be at least 1500 hours (120 semester hours), which takes four years of full-time instruction. To fulfill the academic requirements for the International Ministry License from ICFG, a program must be at least two years or 750 contact hours.

11. How do I develop curriculum for my institute?

Section 2.24-31 of the Handbook gives detailed guidelines and recommendations on how to develop a curriculum for your new institute. Though there are certain standard elements that will be found in every institute’s curriculum, such as Foursquare Doctrine, an institute should focus its curriculum to meet the unique needs of the local geographic area that it is serving.
12. What qualifications do my Institute teachers need to have?

It is important that all faculty members hold a minimum of an earned bachelor’s degree, and preferably a master’s degree, acquired from accredited schools. These degrees should be in the field they are teaching or in a field closely related to the course they are teaching, such as an applied field rather than the pure discipline. (For instance: In addition to faculty trained with a ministry degree, a lawyer can teach about leadership or ethics or community transformation, an MSW or a psychologist or psychiatric nurse practitioner can teach psychology or pastoral care, an MD can teach about science and faith, an MBA or CPA can teach about administration, especially if they have experience with church non-profit tax law and church record-keeping, etc.)

Additional non-degreed individuals may assist in certain areas if they carry extensive experience in a certain area of study within a course and are generally recognized as an authority on the subject matter at hand. This is particularly true in skill-related areas of instruction.

13. What does the director do and what are his or her qualifications?

The director is responsible for the oversight of the Institute program. The director serves the Institute in areas of personnel, record keeping, and faculty/student contact. It is recommended that the Institute director have a ministry related degree from an accredited institution or be working towards it. If it is a formal institute, it is recommended that the director have a master’s degree in a ministry field or be working toward one.

14. What is an administrative committee and how does it serve my Institute?

This important committee oversees the operation of the institute. The administrative committee meets regularly to provide support and accountability to the students, faculty, staff, and programs of the Institute. This committee involves leadership from the sponsoring church to foster health and encouragement between the ministries.

15. What is the role of the sponsoring church’s pastor?

The sponsoring church’s pastor needs to serve on the administrative committee and be in communication with the director of the institute. For an institute to thrive, it must also have strong public support from the pastor in order to gain buy-in from the congregation. Ideally, the pastor, if qualified, should also serve on the teaching staff of the institute whenever time permits.

16. Do Institute students need a High School Diploma?

A High School Diploma or GED is necessary if the student attending the Institute wants to take the courses for credit, since institute courses are to be taught at college-level instructional standards. Students enrolled purely for personal enrichment, do not need to meet the High School graduation requirement to enroll.

17. How can my institute students obtain college credit for courses offered at the institute?

If a student desires to transfer their institute work towards a Bible college degree, the institute can enter into a relationship with a Bible college in their area or one of the Foursquare Bible colleges to arrange for transfer of credit from the institute to the Bible college. This formal arrangement is called an articulation agreement. There are detailed instructions in the Handbook on pages2.38-41 on how to go about entering into
In an articulation agreement. If no articulation agreement exists, the student can still request for his or her institute work to be evaluated by the college for transfer credit. Many Bible colleges are willing to evaluate institute credit for this purpose.

18. What responsibility do I have to government agencies in operating an institute?
Each state has different requirements so that colleges can award recognized degrees in the state. However, in most states as a minimum all schools must be established as a higher educational non-profit corporation in their home state in order to have legal authority to award degrees, though some states allow a church to operate a school under a religious training exemption. Your church can easily contact the State Department of (Higher or Post-Secondary) Education, or other relevant state agency such as the Department of Commerce and Consumer affairs, for specific information. The ICFG properties department has most of the needed documents readily available to help you, as well.

19. What is the annual symposium and why is it important to my Institute?
The Foursquare Ministry Training Annual Symposium is an annual 3-day gathering of representatives from all certified institutes, prospective institute leaders, denominational education leaders and resource personnel. All certified Foursquare Ministry Training Institutes, Schools of Ministry or Church-Based Bible Colleges are required to send at least one representative to the Foursquare Ministry Training Annual Symposium held each year. This is a very valuable training and networking meeting for institute directors and college leaders that should not be missed. It is also the main avenue for institute leaders to find out about new developments in Foursquare Ministry Training. Registration forms are usually e-mailed to Institute Directors/College Deans several months prior to the Symposium each year. Travel Scholarships are sometimes available for institutes and schools of ministry with limited budgets.

20. What is the annual report for Institutes and why is it important?
The annual report is a requirement for all Institutes to complete and send to the Institutes office by July 1 of every year of the Institute’s operation. This report enables Institute Certification to be renewed each year. In late spring, the report is mailed out to Institutes, but it also may be found on the Foursquare Ministry Training Website at any time. See the Handbook pages 4.89-4.92 for further details and examples.

21. What happens if my Institute decides to discontinue operating?
By law, schools are required to keep student records on file for fifty years after a student’s last enrollment or graduation. This is so that students can have access to their transcripts for their reasonable life expectancy. However, it is best to keep all student records permanently, since some students are now returning to college in their seventies and eighties.

Most states also require that a trustee of school records be appointed if the school ever chooses to close its doors. This is usually another Bible College in the area or perhaps one of the Foursquare Bible Colleges. Sometimes the State Post-secondary Board of Education will serve as trustee of all school records in that state. If a school closes, all records are entrusted for permanent storage and access at the designated trustee institution. When the school closes, the State Post-secondary Board of Education and all former students and alumni should be notified in writing by the school regarding the
identity of the trustee, in case former students or alumni need access to their school records or transcripts for employment or further education.

Schools have a contractual obligation to provide for the completion of all remaining program coursework for all currently enrolled students at the time of the school decides to close. It may decide to teach out the program until all current students have graduated or it may arrange to have them transfer to another school to complete their program. It is unethical to close down a program abruptly without providing a means for current students to finish their programs.
Foursquare Ministry Training:  
Our History, Structure and Models for Training

Bible Institutes: Our Heritage, Our Future

by Dr. Harold Helms

I think you will agree with me that the goal of the Bible institute it is twofold—to provide a systematic teaching of the Word of God to those who seek it for greater spiritual depth in their personal lives and to provide a means of training future leaders, i.e., pastors, evangelists, missionaries, etc. Of course, among those who come simply for a greater knowledge of the Word of God, some are apt to be called into full-time ministry.

It seems to me that although the motivation for starting and maintaining church-based Bible institutes can be based on Scripture, it may also be substantiated and perhaps enlightened by our Foursquare history. What is the Biblical basis for Bible Institutes? There is a Biblical mandate for it. The New Testament’s Great Commission, evangelism, discipling, and teaching, is not simply a suggestion; it is a command! Becoming a disciple of Jesus means the unconditional offering of a person’s life. A call to discipleship is a call to service—a call to do what Jesus did and to be exposed to the same opposition He faced.

In the Old Testament we read of the Sons of the Prophets, or School of the Prophets, which in some ways serve as an example for our Schools of Ministry today. (1 Sam. 10:5-8; 2 Kings 6:1-6). The Hebrew prophets are said to have been “the most distinguished group of men who ever lived.” Their ministry was certainly more than simply “writing tomorrow’s newspapers today.” All that they said or did seems to have been based on one of four things—the holiness of God, the love of God, the worth of the individual, and the responsibility of the individual. To a great degree our democracy seems to be based on the teachings of these Hebrew prophets.

Samuel, who was a Judge and a Priest as well as one of Israel’s greatest prophets, may have started these schools and Elijah and Elisha seem to have been closely associated with them. These schools were located in various places such as Bethel, Gilgal, and Jericho (1 Kings 13:11; 2 Kings 2:1, 4, 5). A study of these schools reveals truths that are meaningful for Bible institutes today.

Two instances come to mind concerning these schools. The first has to do with Saul, Israel’s first king. 1 Samuel 10:5-8 tells us that Samuel, who is sometimes referred to as a “king maker,” anointed Saul and told him that a series of events would occur to him that very day. Among these events would be Saul’s meeting with the School of the Prophets. These men would be coming down from a “high place” and they would be worshiping in music and prophesying. Evidently the prophet found that music could create an environment in which he could more easily function. In 2 Kings 3:15 we read of Elisha asking for a “minstrel” before he prophesied. Since anointed music seems to create an atmosphere in which the Spirit of God can more easily move it should be no surprise that Marin Luther said, “Next to theology the devil hates music.” These young prophets would be using stringed, percussion, and wind instruments. So these schools were obviously places of anointed worship.

The prophet’s message was often given with enthusiasm and unction. The word “prophesy” means to “speak on behalf of another,” to “bubble forth.” This was often done ecstatically. So these schools were also places of anointed instruction. When Saul met the Sons of the Prophets the Spirit of the Lord came upon him and God gave him a new heart, i.e., he became a new man and began to prophesy along with
the prophets. So these Schools of the Prophets were also places of transformation as well as worship and instruction.

The 2 Kings 6:1-7 passage tells us of another School of the Prophets that had grown to the extent that the place where they gathered was too small for them. The students approached Elisha, who was evidently the head of this school, and asked if they could launch a building program. Their plan was to provide material to enlarge their quarters. To do this each student was to cut down a tree. So this school was more than a place for meditation and study; there was a fellowship there that was tied to a common interest. Elisha gave his permission for them to do the work, but they insisted that he go along by--“Won’t you please come with your servants?” It was out of their unified effort that we are given the account of the floating axe head. Obviously this school was also a place of service.

There seems to be a suggestion here that teachers and students should work together. It is not enough for teachers, in a detached way, to simply drop truths down on the heads of students. Truth must not be simply offered; it should be presented with passion and with a sense of urgency. A “prophetic” touch should be upon the teacher, for rather than simply speaking for himself, he is “speaking for another.” Elisha could have simply refused to respond positively to these young students. He could have reminded them that it had been a long time since he had used an ax, that he had long ago ceased being a farmer, that his woodcutting and plowing days were history. After all, when he was called into the ministry he had burned his plowing equipment and offered his oxen as an offering to the Lord (1 Kings 19:21). But he knew that these students not only needed his knowledge and wisdom, they especially needed the inspiration his presence and involvement would provide. This suggests that these schools were not only places of worship, instruction, transformation, fellowship, and service, but mentoring as well.

Do we see an obvious truth here? When Saul associates with the worshiping School of the Prophets his heart is changed; he is made into a new man! When teacher and students work together in the School of the Prophets the miraculous occurs and a young man’s capacity to be a productive servant is restored. It is imperative in our Bible institutes that we teachers do not see ourselves simply as dispensers of information. I am not advocating that our classrooms should be as inspirational as a revival meeting, but I am sure that we can alienate students by our teaching if it is as dry as last year’s bird nest. The teacher must see himself as a mentor, not only teaching, but also inspiring. God has not charged Bible institute teachers with simply producing an “ecclesiastical intelligentsia.”

Unfortunately, some teachers can alienate students quicker than they can be recruited. Some instructors seem to feel that they are called to “cull them out,” and feel that God is pleased when they eliminate those who, in their opinion, are “unqualified” for service. In almost 30 years of teaching I have found that some of those I personally felt would never be productive ministers have made an impact on the world for God. We must all know that ministry is a calling, not a career, that it is a discipline for the obedient, not simply a task for the most intelligent.

It’s informative to look back at the purpose and history of our first Foursquare institutes in the United States. When Aimee Semple McPherson opened Angelus Temple in 1923, she had not intended to settle down in Los Angeles. She expected the Temple “to be a great evangelistic center in which” she says, “I would hold campaigns when in Los Angeles, and which other speakers would use during my absence in other parts of the world. I never dreamed that the Lord would want me to make this my place of abode, even though he had promised me a home where I could leave my two children to be cared for and to attend school while I should preach.”
But the response to her ministry was so overwhelming that her plans were altered. When thousands of letters came asking for meetings she writes that the Master spoke to her heart saying, “Why not help answer your own prayer? Gather together those who have consecrated their lives to the service and give them the benefit of your fourteen years of practical training. Then send them out to answer these calls.” Thus a local church Institute was opened on February 6, 1923, one month after Angelus Temple opened. Notice her reference to “practical training.” The purpose of the institute was to equip students to preach the Foursquare Gospel, i.e., to do what Aimee McPherson had been doing. We must remember that this school was born to serve a local church rather than a denomination for there was no Foursquare Organization at that time.

In February 1926, the Bridal Call Magazine says, “Angelus Temple’s Training Institute included two schools of instruction and training: The Bible School and the School of Evangelism and Missions.” The Bible School was designed for those who were “not expecting to enter the field, but desiring a knowledge of the Word of God,” while the School of Evangelism and Missions was for those who felt a call to go into full-time service. McPherson wrote that there would be “a complete two-year course to a diploma of graduation from either the Bible School or the School of Evangelism and Missions.”

Was the vision of the evangelist realized? Two years after Angelus Temple opened, the July issue of The Bridal Call states that the students of the Institute had given birth to 29 churches! These students were being not only taught in the classroom, but also trained in a dynamic church. The Institute had opened with 50 students and by its fifth year the student body numbered 800.

Why were these institute students so successful? I would suggest that these students were to a great extent productive because they were being taught and trained, not only in the classroom, but also in a dynamic church body led by a charismatic evangelistic pastor. Their teaching was not simply theoretical; they witnessed it being played out before their very eyes. They were encouraged to “put shoe leather” on what they learned in the classroom, and this they did.

The history of this first Foursquare Institute is interesting. Some may be surprised that it was started by an evangelist rather than a degreed educator. When one looks into the history of the Bible College movement in the U.S., he may be surprised to learn that generally these schools were started by pastors and evangelists. Moody Bible Institute was not started by a great scholar, but by Evangelist Dwight L. Moody. Neither was Bob Jones University, Oral Roberts University, nor Life Pacific College started by educators. Aimee Semple McPherson wrote in The Origin and Purpose of Angelus Temple Training Institute, “A faculty of efficient workers will be on hand, but this branch of the work will ever be under the direct supervision of the Evangelist.” Although Pastor Jack Hayford is certainly a scholar, I suspect that the vision for Kings College and Seminary in Van Nuys came more from his heart than his head. Though there seems to be little evidence of it today, most of the Ivy League colleges were started by ministers and one of their principle reasons for existence was to train students for the ministry.

I was surprised when I learned that the building to accommodate this first institute was completed even before Angeles Temple itself was completed; but before they could move into it, the enrollment for the school was too large for the new building. That building then became a parsonage and the school occupied the third floor of the Temple, the 500 Room, until finally a new five-story building raised up to serve the Angelus Temple Sunday School and the Bible Institute.

Before the erection of the five-story building, Sister McPherson wrote, “We are meeting in the lobbies, under the trees in the park, on the steps and in every conceivable nook.” On April 26, 1925 the four cornerstones of the new school building were laid.
Her statement reinforces my conviction that the primary need of a Bible institute is a shade tree and a gifted teacher.

The newly established school was referred to in various articles as “The Angelus Temple Training Institute,” “The Angelus Temple Evangelistic and Missionary Training Institute,” and “The Echo Park Evangelistic and Missionary Training Institute,” and at the dedication of the school building it was called “The International Institute of Foursquare Evangelism.” In September 1927 the name of the school was officially changed to Lighthouse of International Foursquare Evangelism” or “LIFE Bible College.”

Consider the contrast between our first school and the second U.S. Foursquare college. About 25 years after the Angeles Temple Institute was started the Foursquare Church started another school in Ohio. Its purpose was to do what LIFE Bible College was doing on the west coast—train students for ministry, especially for churches in the eastern area of the nation. One of the complaints of the churches back east had been that when they sent students to California all too often they never saw them again. Now students east of the Mississippi would not have to travel all the way to the west coast and would not have to be exposed to the Los Angeles environment. The new school seemed to be the answer to these objections.

There had been spirited debate on the convention floor about opening this school. One former church officer said that establishing this school “would split us right down the middle.” If that had been true imagine, with the proliferation of institutes today, the number of splits we would have today!

The history of this second school contrasts sharply with that of the first. The second school was started in an old four story building situated on 327 acres in the small rural community of Bangs, Ohio, five miles from the little city of Mount Vernon in central Ohio and would be known as Mount Vernon Bible College. There was a small Foursquare Church five miles away in Mount Vernon, but no Foursquare Church over 150 in attendance within 40 miles.

This school was not born out of a local church. In the early years of the school the students attended the small Foursquare churches in the surrounding towns. Thank God for churches, whether large or small, but consider what our Founder had written 34 years earlier: In the March 1923 Bridal Call, Aimee McPherson wrote, “If one is going to become an evangelist one must be in the midst of a revival and serve one’s apprenticeship in a place where souls are really being saved...Book learning and theory taught in colleges, seminaries, Bible Schools, is indeed most splendid and almost indispensable when founded upon the Word of God, but the finest seminary, university or Bible School, when located miles from the nearest Holy Ghost revival, wherein hundreds are consistently being born into the Kingdom of God, must of necessity lack that one great essential—practical training.”

After the school opened its own church on campus that the enrollment of MVBC experienced exciting growth. From its beginning enrollment of about 40 students the enrollment grew to around 286 in 1975. I believe that one of the main reasons for this growth was the establishment of a campus church. This church, I believe, became “the tail that wagged the dog.”

The teachers, who had all been pastors before coming to the college, became the preachers in the chapel, thus exposing the students to various styles of ministry. This responsibility also helped to keep the faculty fresh. After a few years of teaching the same subjects a college teacher can become dry and dusty. Aimee McPherson, along with all her other duties, taught Doctrine, Evangelism, Homiletics, Dispensational History, Typology, the Apocalypse, and Personal Work in the institute.
MVBC was eventually moved to Virginia and after several years there it was closed. In my opinion the closure of the college was not a wise decision, but perhaps there was one positive result—it may have encouraged the International Board to look more favorably on church institutes. The Foursquare Church historically had not been open to institutes. In 1986 when we started Angelus Bible Institute the Board had approved it, but their approval was based on the fact that we would predominantly be reaching Hispanics. I don’t recall the Board considering the fact that we were going to have an English-speaking class also.

**What do we learn from our heritage that can enhance our future?** We can learn much by looking at the historic relation between Angelus Temple and LIFE Bible College. When I came to LIFE Bible College in 1945 the students were required to join, attend, and tithe to Angelus Temple. The Temple and the college seemed inseparable. The Temple’s financial contributions to the school were significant and tuition costs were low.

Over the years Los Angeles and Echo Park had changed significantly. I read a letter written by Sister McPherson in the early years of Angelus Temple in which she said that she wanted to start missions stations out side of the Echo Park area because this area was so up-scale that some people did not feel comfortable coming into Echo Park!

The relationship between LIFE Bible College and Angelus Temple also changed through the years. The institute that had been started to serve the Temple had developed into LIFE Bible College and it now served as the Foursquare Organization’s college. Its students came from all over the nation to an environment that was quite different from the ones they had left behind.

Angelus Temple in the latter part of the 20th Century changed considerably. When we pastored (1981-1999) the Temple had at least 42 different nationalities worshiping in its eight congregations. Angelus Temple’s constituency would no longer be a White middle class congregation. It was now situated in one of the most cosmopolitan cities in the world. Although the area around the Temple and the Temple itself had changed demographically, LIFE Bible College, with its students coming from other parts of the nation, remained essentially the same.

In 1986, knowing that the Bible College would soon move, Angelus Bible Institute was opened. When LIFE Bible College moved to San Dimas the building it had occupied then reverted to its original dual purpose—a Bible training center and a Sunday School building. It also was the home of the Hispanic Congregation and Korean Congregation.

I am rehearsing this history because I think it teaches us some things that can cause a Bible training center to be effective.

**First, it flourishes best when it identifies with its environment.** It also is productive when it is located in a church planting, evangelistic assembly where there is great emphasis on the Word and the Spirit. In the Bridal Call, Sister McPherson wrote, “If one is going to become an evangelist one must be in the midst of a revival and serve one’s apprenticeship in a place where souls are being saved.” One might ask if through the years the Temple had ceased being that place where souls were “really being saved.” I can testify to what I have observed for the 18 years we served here—Angelus Temple had about 4400 people per week in its services and baptized about 300 people per year. A visitor to the English-speaking congregation would not realize that they were visiting a church that reached that many people. They would not know that there were eight different congregations where the gospel was being
preached every week in eight languages. A large number of pastors in recent years have come from the Angelus Temple Hispanic Church pastored by Dr. Raymundo Diaz.

One of the reasons Angelus Bible Institute has been blessed is because from its conception it has been made up of students from about 15-20 nations and its classes have been in both Spanish and English. **So it seems to me that an institute must be a reflection of the local church.** This is one reason why I am excited about the proliferation of institutes in the Foursquare Church today. If a church is healthy, the training of ministers should be a normal expression of the life of that church. **A church-planting church is an ideal location for an institute.** New Life Center in Bakersfield, where the School of Ministry that I serve is located, has planted four churches in the last 18 months. I doubt that an institute located in a dynamic church will ever have to be subsidized.

I am convinced that the future growth of the U.S. Foursquare Church rests in a great measure with strong evangelistic churches training its own people in its own institute and then sending them out to “preach the Word.”
Foursquare Ministry Training Structure

The guidelines in this Handbook for Foursquare Ministry Training apply only to Certified Schools of Ministry, Certified Formal and Non-Formal Institutes, and Church-Based Bible Colleges in the blue circles below.

- **Mentoring** (no specified length of time)
  - Ministry training as a result of spending time with a person who has experience in ministry.
  - May be a result of the discipleship process or part of a clearly defined internship.
  - May be added as an additional element of training to any of the other models of ministry training.

- **Local School of Ministry** (no specified length of time)
  - Educational extension of the church for the purpose of training in ministry and leadership, with or without any commitment to a program of training.
  - Classes tailored to meet the needs of the local congregation. (Example: Offering a sign language class on three Saturdays.)

- **Church-Based Bible Colleges** 2 years or 4 years
  - Meets standards for certification as a Foursquare Bible Institute with a minimum of 750 hours of training.
  - Authorized by state government to award academic degrees.
  - May pursue accreditation with ABHE or TRACS.

- **Certified Formal Institute** 2 years
  - Meets standards for certification as a Foursquare Bible Institute with a minimum of 750 hours of training.
  - May provide for the transferability of units.
  - Academic Emphasis.

- **Certified Non-Formal Institute** 2 years
  - Meets standards for certification as a Foursquare Bible Institute with a minimum of 750 hours of training.
  - Normally does not provide for the transferability of units.
  - Practical hands-on emphasis.

- **Degree Completion Program**
  - Institute graduates may transfer into an accelerated Bachelor’s degree completion program at LPC. Certified formal institute grads may transfer in up to 64 semester hours, certified non-formal institutes and schools of ministry up to 30 units.
  - ELN graduates receive a 2-year tuition scholarship into DCP.

- **Certified School of Ministry** 1 or 2 years
  - Educational extension of the church for the purpose of training in ministry and leadership.
  - Meets standards for a certified school of ministry with a minimum of 375 hours for one year up to 750 hours of training for two years.
TRAINING FORMATS IN FOURSQUARE INSTITUTES, SCHOOLS OF MINISTRY AND CHURCH-BASED BIBLE COLLEGES

All certified Foursquare Bible Institutes, Schools of Ministry, and Church-Based Bible Colleges, will have the same foundational elements of Foursquare Doctrine and a balanced curriculum. Certified Bible Institutes and 2-Year Church-Based Bible Colleges will maintain a minimum of 750 hours of training. This is approximately the same number of hours required in colleges for an Associate’s degree. 4-Year Church-Based Bible Colleges will maintain a minimum of 1500 hours of training for their Bachelor’s degree programs. Certified Schools of Ministry will maintain a minimum of 375 hours of training up to 750 hours of training, equivalent to a one to two year certificate program.

Certified School of Ministry
- Minimum of 375 hours of training for one-year programs, 750 hours for two-year programs.
- Non-degreed faculty acceptable.
- Doctrinal foundation and balanced curriculum.

Certified Non-Formal Institute
- Minimum of 750 hours of training.
- Minimum 375 hours of formal training.
- Non-degreed faculty acceptable.
- Doctrinal foundation and balanced curriculum.

Certified Formal Institute
- Minimum of 750 hours of training.
- Minimum 500 hours of formal training.
- Faculty must have at least a Bachelor’s degree in the field which they teach.
- Doctrinal foundation and balanced curriculum.

Church-Based Bible College
- Minimum of 750 hours of training for 2-year programs and 1500 hours for 4-year programs.
- All training must be formal training.
- Faculty must have at least a Bachelor’s degree in the field which they teach for 2-year programs and a Master’s degree for 4-year programs.
- Doctrinal foundation and balanced curriculum.
Ministry Leadership Training Models

General Categories Aid Definition
Sometimes it is helpful to use "umbrella categories" to clarify thinking. In actual practice, training usually bridges across such categories and uses models that fall under more than one category. Nevertheless, it is helpful to compare and contrast the nature and thrust of each of these general categories in order to identify the strengths and weaknesses of each more clearly.

Three General Educational Categories
**Formal education:** organized institutional education recognized by society.

**Non-formal education:** semi-organized training that usually takes place outside the jurisdiction of formal training institutions.

**Informal education:** training that takes place in the context of normal life activities.

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<tr>
<th>FORMAL</th>
<th>NON-FORMAL</th>
<th>INFORMAL</th>
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<tbody>
<tr>
<td><strong>Centralized</strong></td>
<td><strong>Distance</strong></td>
<td><strong>Process</strong></td>
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<tr>
<td>(resident/non-resident)</td>
<td>(high/low accountability)</td>
<td>adult S.S.</td>
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<tr>
<td>Bible Institutes</td>
<td>Open Universities</td>
<td>discipleship</td>
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<td>Bible Colleges</td>
<td>Local Extensions</td>
<td>mentoring</td>
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<tr>
<td>Christian Colleges</td>
<td>Media Extensions</td>
<td>shadowing</td>
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<tr>
<td>Christian Universities</td>
<td>On-line Courses</td>
<td>apprenticeships</td>
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<tr>
<td>Seminaries</td>
<td>Correspondence Courses</td>
<td>radio classes</td>
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<td></td>
<td>Internships</td>
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<td></td>
<td>Directed Studies</td>
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*Intermittent (minimum or supplemental training)*
- Workshops
- Seminars
- Short-term Institutes
- Continuing Education
- In-Service Education
- Resource Centers
- Research Centers
## COMPARISON OF FORMS OF THEOLOGICAL EDUCATION

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<th>FORMAL</th>
<th>NON-FORMAL</th>
<th>INFORMAL</th>
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<tbody>
<tr>
<td>1. Purpose:</td>
<td>long-term, general, degree based</td>
<td>short-term, specific, non-degree based</td>
<td>immediate, specific life, task related</td>
</tr>
<tr>
<td>2. Timing:</td>
<td>long cycle preparatory, full-time or part-time</td>
<td>short cycle, recurrent, part-time or occasional</td>
<td>non-cyclic, intermittent, occasional</td>
</tr>
<tr>
<td>3. Content:</td>
<td>sequence, continuity &amp; integration over multiple units, input centered, standardized, academic</td>
<td>sequence, continuity &amp; integration over single units, output centered, individualized, practical</td>
<td>non-sequential, no continuity, no integration, context centered, individualized, practical/accidental</td>
</tr>
<tr>
<td>4. Delivery System:</td>
<td>institution based, isolated, rigidly structured, teacher centered pedagogical methods</td>
<td>environmental based, community related, flexibility structured, learner centered andragogical methods</td>
<td>relationship based, person related, life experience, interpersonal related, somewhat structured, pedagogical and andragogical methods</td>
</tr>
<tr>
<td>5. Control:</td>
<td>external standards, hierarchical</td>
<td>self-governing, democratic</td>
<td>not controlled, equality</td>
</tr>
<tr>
<td>6. Selection:</td>
<td>participants determined by academic entry requirements</td>
<td>entry requirements determined by people to be served</td>
<td>entry based on relationships not academic achievement</td>
</tr>
<tr>
<td>7. Costs:</td>
<td>resource expensive</td>
<td>resource saving</td>
<td>resource saving, often resources not used</td>
</tr>
<tr>
<td>8. Relevance</td>
<td>relevant to generalized, non-specific, future situations, pre-service oriented</td>
<td>relevant to immediate context, in-service oriented</td>
<td>may or may not be relevant, a-service oriented</td>
</tr>
<tr>
<td>9. Advantages:</td>
<td>generalized future preparation, develops institutions Involved, provides theoretical base</td>
<td>specific present preparation, develops both individual and communities, provides experimental base</td>
<td>may focus on specific and immediate needs, develops relationships, provides relational base</td>
</tr>
<tr>
<td>10. Limitations:</td>
<td>dislocative culturally, economically, educationally expensive in money and personnel, may not be immediately relevant</td>
<td>lacks theoretical base, may not be relevant in another situation, longer learning time than formal approach</td>
<td>difficult to assure true learning of content, skill, attitudes, accountability difficult to include</td>
</tr>
</tbody>
</table>

Source: Eddie J. Elliston (FTS/SWM) “Designing Leadership Education.”
Why do we need guidelines?
Why do we need to be careful?

When a church operates a Bible Institute, Bible College, or a Christian School, it no longer operates solely as a Foursquare Church under denominational guidelines. It enters the education world and must comply with the Department of Education guidelines or in the case of Bible Institutes or Bible Colleges may need to apply for a religious exemption from the state Department of Education.

The goal of the guidelines found in this manual is to help churches operating these types of ministries in the following ways:

1. To begin correctly.
2. To operate as a high quality ministry of the local church.
3. To function legally.
4. To make the best use of available resources.
5. To clarify transfer requirements between institutes and Bible Colleges.
6. To provide networking information for institute leaders.
### Standards for Certified Schools of Ministry, Bible Institutes, and Church-Based Bible Colleges

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<thead>
<tr>
<th></th>
<th>Certified School of Ministry</th>
<th>Certified Non-Formal Institute</th>
<th>Certified Formal Institute</th>
<th>Church-Based Bible Colleges</th>
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<tbody>
<tr>
<td><strong>Course of study</strong></td>
<td>Must maintain a foundation of Foursquare doctrine and a balanced curriculum as defined on pages 2.8-2.11</td>
<td>Must maintain a foundation of Foursquare doctrine and a balanced curriculum as defined on pages 2.8-2.11</td>
<td>Must maintain a foundation of Foursquare doctrine and a balanced curriculum as defined on pages 2.8-2.11</td>
<td>Must maintain a foundation of Foursquare doctrine and a balanced curriculum as defined on pages 2.8-2.11</td>
</tr>
<tr>
<td><strong>Minimum total hours of training</strong></td>
<td>375 contact hours for one-year programs or 750 hours for two-year</td>
<td>750 contact hours</td>
<td>750 contact hours</td>
<td>750 contact hours for 2-year programs and 1500 contact hours for 4-year programs</td>
</tr>
<tr>
<td><strong>Minimum total hours of formal instruction</strong></td>
<td>Optional</td>
<td>375 contact hours</td>
<td>500 contact hours</td>
<td>750 contact hours for 2-year programs and 1500 contact hours for 4-year programs</td>
</tr>
<tr>
<td><strong>Maximum total hours of non-formal instruction</strong></td>
<td>Optional</td>
<td>375 contact hours</td>
<td>250 contact hours</td>
<td>None; non-formal instruction may only be included as extra-curricular activities unless formally evaluated for college credit equivalency or lab credit.</td>
</tr>
<tr>
<td><strong>Faculty Qualifications</strong></td>
<td>Must show competence in the area of instruction and have related ministry experience</td>
<td>Must show competence in the area of instruction and have related ministry experience</td>
<td>Must have a Bachelor’s degree from an accredited college in the field in which they are teaching and have related ministry experience</td>
<td>Must have a Bachelor’s degree (Master’s degree preferable) from an accredited college in the field in which they are teaching for 2-year programs; Must have a Master’s degree from an accredited college or seminary in the field in which they are teaching for 4-year programs; Must have related ministry experience.</td>
</tr>
</tbody>
</table>
Distinctives in Training Foursquare Leaders
by Dr. Dan Stewart

Cultural Distinctives

1. **A culture of empowerment:** The Foursquare Pastor is empowered to raise up pastors and leaders.

   *The Pharisees heard that Jesus was gaining and baptizing more disciples than John, although in fact it was not Jesus who baptized, but his disciples (John 4:1-2)*

   - Training Institutes
   - Church Planting

2. **A cross-cultural ministry focus:** The Foursquare Pastor is encouraged to support and participate in local and global missions.

   *Now he had to go through Samaria. So he came to a town in Samaria called Sychar, near the plot of ground Jacob had given to his son Joseph. (John 4:4-5)*

3. **A culture of gender equality:** both men and women can fill The Foursquare pastorate. Women are encouraged and trained to fulfill the Great Commission.

   *When a Samaritan woman came to draw water, Jesus said to her, “Will you give me a drink.” (John 4:7)*

   “...it must be noted that a great number of the early branches (churches) were pioneered by women preachers.”( The Vine and the Branches, by N.M. Van Cleave)

4. **A culture of personal evangelism and church growth:** The Foursquare pastor is called to bring people to a saving knowledge of Jesus Christ.

   *Many of the Samaritans from that town believed in him because of the woman’s testimony, “He told me everything I ever did.” (John 4:39)*

5. **A culture of accepting diversity and God’s grace to redeem them.**
Personal Distinctives
1. Doctrinal emphasis: The Foursquare pastor is unique in his or her focus on evangelism and the work of the Holy Spirit. We are doctrinally balanced.
   - Savior (Love)
   - Healer (Mend): Strong belief that Jesus brings healing physically, spiritually and emotionally.
   - Baptizer (Train)
   - Coming King (Send)

2. Commitment to Foursquare family and history
   - Aimee Semple McPherson
   - Angelus Temple
   - L.I.F.E. Bible College
   - Distinct Family

3. Trained in the “School of Hard Knocks”
   - Many pastors have dual responsibility of holding down a full or part-time job while shepherding his or her flock.
   - Some leaders lack exposure to experienced mentors in the areas of pastoral ministry and working in the supernatural.
   - Some pastors and leaders have no formal theological or ministry training.
   - Some lack the tools to mentor and train emerging leaders.

4. Diversity in ministry styles:
   - Pastors are given a great deal of autonomy in regards to personal style and focus of ministry. A freedom to have:
     - Diversity in worship styles
     - Diversity in preaching styles
     - Diversity in denominational background
Laying the Foundations: Legal and Academic Standards for Operating an Institute

Legal Requirements for Foursquare Bible Institutes and Schools of Ministry

State Regulation
An institution that offers education for a fee is often subject to regulation by the state. The church should contact the State Department of (Higher) Education for information. Some states require that an institute file for a (Religious) exemption from state approval. The state requirements may appear complicated. However, the ICFG properties department has most of the needed documents readily available. Request their assistance by calling (213) 989-4289.

Each state also has different requirements for approval for colleges to award recognized degrees in the state. In most states, as a minimum, all schools must be established as a higher educational non-profit corporation in their home state in order to have legal authority to award degrees, because a church may not award degrees, only a college can do so. However, some states allow a church to operate a college for ministerial training that may award degrees under a religious training exemption. Beyond that each state has a different approval process and approval agency that must be satisfied in order for a school to legally award degrees in that state. Your church can easily contact the State Department of (Higher or Post-Secondary) Education, or other relevant state agency such as the Department of Commerce and Consumer affairs, for specific information. The ICFG properties department has most of the needed documents readily available to help you, as well.

Insurance
If a church is currently enrolled in the International Church of the Foursquare Gospel insurance program, the insurance coverage will automatically extend to include an institute. If a church is not currently covered by ICFG insurance, it is imperative that the insurance carrier be contacted to be sure that an institute and related activities are covered. Once an institute transitions to become a church-based Bible college, it is a separate legal entity from the church and must acquire its own insurance coverage from ICFG Insurance.

Non-deductible Tuition
A tuition payment generally does not qualify as a charitable contribution deduction for income tax purposes. There are some things that the church can do to minimize the chance of someone taking an unlawful contribution deduction for a tuition payment:

A tuition check should be made out to the institute and deposited into a separate checking account for institute tuition.

The endorsement on the back of each check should be FOR TUITION ACCOUNT. The IRS will not accept a check with that endorsement as evidence of a charitable contribution. The receipt for a tuition payment should clearly state that it is not a charitable contribution.

For additional information see IRS Revenue Ruling 83-104 that deals with charitable contributions in general.

Bookkeeping and Audits
Complete and accurate books must be kept for an Institute. Any time a church operates a specialized ministry such as an institute, it is important to keep a separate set of books and bank accounts for that
ministry. If the IRS should ever conduct an inquiry, there would then be no need to look at the books for the "ordinary" church activities.

Two-Year and Four-Year Church-Based Bible Colleges will be required to conduct an annual professional financial audit once they begin the process of applying for accreditation. This costs from $8,000 to $10,000 (or more) per year and should be included in the annual budget.

Large Value Donations
If large donations valued over $1000 are given to an institute, the following release form should be used:

Financial Contribution Release Form for use in a Foursquare Bible Institute or Church-Based Bible College

I, ______________________________, make the attached donation in the amount of $__________. or the gift of tangible property (describe), ____________________________________________

for the express purpose of establishing or assisting an existing Bible Institute or Church-Based Bible College operating under the ministry covering of a Foursquare Church.

I understand that, despite this gift, the endeavor to establish or operate a Bible Institute may not succeed. __________________________ Foursquare Church has complete discretion to discontinue the efforts to establish or operate its Bible Institute or Bible College if, in the judgment of ______________________ Foursquare Church, doing so would be in its best interests.

If the attempt to establish and operate the Bible Institute is unsuccessful, and thus ended, I release __________________________ Foursquare Church from any claim, right, or obligation to return any funds that I have donated at anytime to me.

_____________________________  ______________________
Donor                           Date

_____________________________  ______________________
Witness                          Date

_____________________________  ______________________
Senior Pastor                    Date

_____________________________  ______________________
Institute Director               Date

Each party must receive a copy of this agreement with additional copies filed in the National Foursquare Ministry Training Institutes office, the sponsoring church, and the district office.

Foursquare Ministry Training Institutes, Dr. Daniel Hedges, Director dhedges@foursquare.org
Sale of Products
It is not wrong for a tax-exempt organization to charge for the products and services that are related to its exempt purpose, as stated in its Articles of Incorporation of the International Church of the Foursquare Gospel, which is readily available through the Properties and Credentials Department of ICFG. Sales of products and services affect tax-exempt status only if they are unrelated to exempt purpose and are a substantial part of the organization's total activities. Unrelated sales that are less than "substantial" (less than 5% of the church’s total income is a safe guideline) are acceptable, but they are subject to an unrelated business income tax. For more information on unrelated business, see IRS Publication 598. Check with a local tax professional regarding a possible need to charge excise or sales tax on textbooks sold through your institute. (This varies from state to state). However, items sold for fundraising purposes (such as Entertainment books or Christmas Trees) are usually subject to sales or excise tax.

Legally Required Catalog and Brochure Policy Statements
Every Institute should develop a catalog and/or brochure that includes a list of courses offered, list of faculty, faculty qualifications, basic academic requirements for program completion, tuition rates, academic and financial policies. It also must include several policies that are required by law of educational institutions (a nondiscrimination policy and statement on diversity, ADA policy, FERPA policy, sexual harassment policy, anti-bullying policy, and drug free policy). An institute should not advertise as a college or a university either in name or in description, unless the school has state approval to do so.

By law every institute must include the Non-Discrimination Policy in all of its publications.

Non-Discrimination Policy
In compliance with Federal and State regulations, ____________ Institute admits students of any race, age, gender, color, national and ethnic origin, disability, status as a veteran, or any other characteristic protected by law to all the rights, privileges, programs and activities generally accorded or made available to students at the Institute. It does not discriminate on the basis of race, age, gender, color, national and ethnic origin, disability, or status as a veteran in the administration of its admission or educational policies, scholarship and loan programs, or other institute-related programs.

This should also be accompanied by an official statement on institutional diversity.

Statement on Diversity
___________ Institute believes the whole counsel of God includes an emphasis that the new birth of Christ supersedes any racial, gender or socioeconomic lines (Gal. 3:7-29).

In accordance with federal law, ____________ Institute subscribes to and encourages the equal right of all people to pursue excellence in their lives without racial and ethnic prejudice or inhibition.

___________ Institute seeks to create a campus environment that invites, encourages, and supports multiculturalism, believing that diversity will help build leaders of character, who are able to serve in an increasingly multicultural society. (___________ Institute has purposed to have a multi-ethnic and multi-cultural focus across its curriculum and programs. In addition, at ____________ Institute, cultural diversity is celebrated and embraced, not merely accommodated.)

[Section in italics is optional]

___________ Institute expects all students, staff, and faculty to remove from their behavior and speech, as well as from their thinking, all indications of racial and ethnic bias. Racism in any form
will not be tolerated in community life on this campus, and will be met with disciplinary measures. Rather, all members of the Institute community are encouraged to celebrate the rich cultural heritage that each cultural group brings with them and to learn from the diversity of perspectives on life and ministry that each group possesses.

**The Family Educational Rights and Privacy Act (FERPA) Policy**

Every institute should also include in its catalog the following statement concerning the *Family Educational Rights and Privacy Act of 1974*, which deals with the disclosure of records and information from student files. Institutes/Colleges must diligently apply these standards in their operations and handling of student records and information.

*The Family Educational Rights and Privacy Act (FERPA)* (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. **Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.**

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

**Americans with Disabilities Act (ADA) Policy**
Though churches are exempt from ADA, **schools are not**. Every catalog and course syllabus should include a statement regarding school accessibility provisions in compliance with the Federal Americans with Disabilities Act of 1990 (ADA) such as:

> It is _____________ Institute policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity at _____________ Institute. If you have a disability that requires special accommodations, please inform the instructor as soon as possible so that provisions can be made to accommodate the special learning needs related to your disability.

**Sexual Harassment Policy**
In most states, schools are also required to have a sexual harassment policy. Even in states where it is not required by law, it is wise to have such a policy for the protection of the students and the faculty and staff.

> _____________ Institute is committed to providing a learning and working environment that is free of discrimination. In keeping with this commitment, unlawful harassment, including sexual harassment, is strictly prohibited. Harassment is defined as unwelcome or unsolicited verbal, physical, or visual contact that creates an intimidating, hostile, or offensive environment. Any student or faculty or staff member who believe that they have been subjected to such treatment should immediately report such to the Institute Director or Academic Dean.

**Anti-Bullying Policy**
Laws in several states now also require the publication of an anti-bullying policy. Even in states where it is not required by law, it is wise to have such a policy for the protection of the students and the faculty and staff.

> State law prohibits all forms of workplace and classroom bullying. _____________ Institute prohibits all forms of bullying. Bullying is a significant violation of Christian community and Christ’s New Commandment, which enjoins us to “Love one another as I have loved you.” Any
staff member, faculty member, or student participating in bullying will be subject to discipline. Bullying is repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators that takes one or more of the following forms: verbal abuse; offensive conduct/behaviors (including nonverbal) which are threatening, humiliating or intimidating; work interference -- sabotage -- that prevents work from getting done. Workplace and classroom bullying: (a) is driven by perpetrators' need to control the targeted individual(s), (b) is initiated by bullies who choose targets, timing, place and methods, (c) escalates to involve others who side with the bully, either voluntarily or through coercion, and it (d) undermines the interests of the corporate institution when bullies' personal agendas take precedence over the goals and mission of the institution. Any student or faculty or staff member who believe that they have been subjected to such treatment should immediately report such to the Institute Director or Academic Dean.

Drug Free Policy
In all states, schools are required to provide a drug-free environment. Because college age students and young adults tend to be the group that experiments most with drug use, it is wise to take a firm stand as a school that no use or distribution of illegal drugs will be tolerated.

________ Institute requires that its campus, faculty, staff, and students be drug free. The school, including all departments and affiliated institutions within it, expressly prohibits the unlawful manufacture, distribution, possession, or use of a controlled substance on the campus and premises. Violation of this policy will result in the immediate dismissal from the Institute of any student involved in these activities. Any student participating in the unlawful possession, use, or distribution of drugs while on the properties owned or used by the Institute will be immediately dismissed. In addition, students involved in such illegal activities are subject to prosecution under federal, state, and local law and may be liable for personal injuries or property damage that occur when participating in the above activities.

Statement of Faith
Most institutes and Bible colleges publish their school statement of faith in their catalog as the doctrinal standard that guides the school and serves as the standard for all instruction (not just in doctrine classes). If your institute or college is primarily training Foursquare students to serve in Foursquare churches, then you may find it most appropriate to use the Foursquare Declaration of Faith (abbreviated form) as the school Statement of Faith. If your institute is serving students from a variety of Evangelical and Pentecostal/Charismatic churches, you may find it more appropriate to use a broader, more inclusive statement of faith that is compatible with Foursquare Doctrine, but is also compatible with a wider range of Evangelical and Pentecostal/Charismatic believers. Doctrine classes should be required to teach Foursquare Doctrine as the standard, but also should discuss the merits of other doctrinal perspectives where a variety of interpretations are found. Teachers in all disciplines should be willing to sign the school statement of faith and be willing to teach in accordance with the statement of faith without any significant reservations.

Truth in Advertising
It is important to avoid advertising, either implicitly or explicitly, that completion of a class or course of study will qualify an individual for certain privileges or status. An institute can be sued if it promises something it does not or cannot deliver. It is especially crucial that institutes do not advertise accreditation or transferability of credits unless a transfer agreement has been made and Letter of Articulation is on file (See example on Handbook pages 4.113-14).
Accreditation
A Foursquare Bible Institute should be very careful about advertising any type of accreditation. Accreditation is a very lengthy process, which usually takes many years to accomplish. There are some accrediting associations that charge large sums of money to accredit institutes. However, because they are not recognized by the Department of Education, the accreditation is of no value. An institute can work with an accredited college and form a transfer agreement with a Letter of Articulation without the institute itself being accredited.

Formal Bible Institutes are, however, eligible for Affiliate membership with the Association for Biblical Higher Education. Though this is not accreditation, it does have meaningful benefits. The institute may advertise ABHE Affiliate membership once it has been approved. See pages 4.123-27 of the Handbook for details on applying for Affiliate Status with ABHE.

Church-based Bible colleges, both two and four-year, may begin the process of accreditation with the Association for Biblical Higher Education or Transnational Association of Christian Colleges and Schools after five years of operation. This may include years the school operated as an institute before incorporating as a college. Detailed guidance on making the transition from institute to Bible College to ABHE accreditation is found on pages 2.62-65 of the Handbook. At each level of the accreditation process, a church-based Bible college may advertise Applicant Status, Candidate status or Accreditation with ABHE or TRACS, whichever status the college holds at that time.

Foursquare Ministry Licensing
Foursquare Bible Institutes do not issue ministerial licenses. Licensing is a denominational function that is handled through the district and regional administrative centers. Graduation from a certified Foursquare Church-Based Bible College, certified Foursquare Bible Institute or two-year Certified School of Ministry does not guarantee Foursquare licensing. Upon graduation from a Foursquare certified school, the student becomes a candidate for licensing, having met the academic requirements. Additional requirements for Foursquare licensing must still be met, including completion of the Foursquare Polity Course, appointment to a ministerial staff position in a Foursquare church, and successful completion of the licensing interview with the local Foursquare District. Interview questions are located in Appendix A of this Manual, and study guides for the interview questions are found on the Resource CD.

For details regarding this process and additional requirements, contact the Administrative Resource Center (ARC) serving the area in which your institute is located. Schools that have received certification from Foursquare Christian Education may use the following statement regarding licensing for advertising purposes:

__________________________ Institute/School of Ministry is certified by Foursquare Ministry Training Institutes, a ministry department of International Church of the Foursquare Gospel. This certification is not accreditation, rather is evidence that the school meets academic requirements specifically for licensing purposes. Upon graduation and appointment in a Foursquare church, our graduates will be eligible to apply for the Foursquare International Ministerial License.
Academic Standards for Foursquare Bible Institutes and Schools of Ministry

Basic Academic Requirements
All Foursquare Bible Institutes should maintain a minimum standard of 750 hours (60 semester hours) of training. This is equivalent to two years of full-time instruction at the college level. Institutes will be certified as having a non-formal emphasis or a formal emphasis based on their conformity to the standards listed on pages 25-30. The standards for an institute with a formal emphasis provide for a greater focus on academics, for the possibility of transfer credit, and for a more traditional classroom education. The standards for an institute with a non-formal emphasis provide for a greater focus on practical training and allow for more non-traditional training.

The training institution offering between 375 (30 semester hours) and 750 hours (60 semester hours) of training will be designated as a School of Ministry. This is equivalent to at least one year, and up to two years of full-time instruction at the college level.

The developmental process of an institute should include discussing and defining the methods that will be most useful in their particular setting for training ministry students. This will help to determine whether the institute should follow the guidelines for non-formal or formal emphasis, or even if it should include some elements of immersion discipleship or intentional mentoring.

Please study the chart on the following page and notice that there are two major areas of difference:

• The difference in the number of hours of formal instruction
• The academic qualifications for faculty

The following questions may be used to identify God’s calling for your institute and guide discussion regarding this matter:

Does the institute desire to provide formal classroom instruction only?
Will the institute use a combination of formal instruction and non-formal instruction? If so, which will be most emphasized?
Will immersion discipleship or mentoring also be included? Will they be factored into the training hours and structured into the institute curriculum or be in addition to the curricular requirements?
Will students desire further training at accredited institutions? Does your coursework need to be transferable to accredited colleges?
Do you envision your institute eventually becoming a church-based Bible College that awards degrees?
Are there enough faculty members who have appropriate earned degrees from accredited institutions to teach the full curriculum at the appropriate level?

These guidelines provide a minimum foundation upon which an institute can build. However, each institute can still have the flexibility to develop its own identity.
Definition of Formal and Non-formal Instruction

In this manual, the terms formal and non-formal will be used to refer to instructional processes. The following definitions apply to their usage in this manual:

*Formal instruction* refers to training that takes place in a classroom setting and includes 1.5-2 hours of homework for every hour of classroom instruction and some type of formal evaluation of the learning process. It embraces concepts of traditional instruction. It may also include mentoring or immersion discipleship if it is formally structured according to academic standards under academically qualified mentors or disciplers.

*Non-formal instruction* refers to training that is not limited to but may take place in a classroom. It may or may not include homework and an evaluation of the learning process. Most non-formal instruction has a strong emphasis on practical, hands-on learning. It may also include mentoring or immersion discipleship without the academic qualification or structure being necessary.

An *hour* throughout this manual refers to a sixty-minute clock hour. For example, if a class meets from 6:30 pm to 10:00 pm with a half hour break in the middle, this would equal three hours of formal instruction, referred to as "contact hours." Carnegie standards define a semester hour as 15 fifty-minute hours (=12.5 contact hours of actual instruction time) of classroom instruction with 30 hours of homework outside of class. A three semester hour class would meet for three hours with three ten minute breaks for fifteen weeks (37.5 contact hours) plus 90 hours of homework and an exam week at the end of the semester. Bible Colleges must observe Carnegie Standards for meeting time and amount of homework hours. For institutes the amount of homework may be reduced by ¼.

Formal Instruction

An institute with a formal emphasis must offer a minimum of 500 hours of formal classroom training. An institute that desires a more non-formal emphasis must offer a minimum of 375 hours of formal classroom training. Hours of formal training refer to actual minutes in the classroom ("contact hours" as defined above) with a qualified teacher. It should be noted that the designated number of hours of formal training is the *minimum*. This allows each institute to add the classes and training (either formal or non-formal) to fulfill the 750 hours required to qualify as a Bible institute.

In order to provide students the maximum transfer possibility to Life Pacific College, the Kings College, or another undergraduate school, an institute should provide at least 750 hours of formal training. On the other hand, if more mentoring and practical training are desired, an institute may choose to follow the minimum of 375 classroom hours.

The current standard for transferability of semester credit to Life Pacific College (formerly Life Bible College) is a minimum of 12.5 hours of formal instruction (15 x 50 minutes) plus a minimum of 19 hours of homework (12.5 x 1.5) for a total of 31.5 minimum hours per semester unit. The current standard for transferability of quarter credit to Life Pacific College is a minimum of 8.5 hours of formal instruction (10 x 50) plus a minimum of 13 hours of homework (8.5 x 1.5) for a total of 21.5 minimum hours per quarter unit. Basic calculations used to determine homework hours include the following: 20 pages of reading per hour for college level textbooks or the Holy Bible. Two hours for each page written in a research paper, or one hour for each personal opinion page or book report page.
These hours can be scheduled in a variety of ways. Example: If an institute offers a 2-unit class, which provides for the possibility of transfer, the class would need to include at least 25 hours of classroom training (12.5 hours per unit x 2 units = 25 hours) and 31.5 hours of homework (25 x 1.5 = 31.5 hours). This instruction could be offered as fifteen sessions of one-hour and forty-minutes or any other formula that would provide the correct amount of hours allocated to homework and classroom. Additional information regarding the transfer of units is on Handbook pages 2.34-37.

Non-formal Instruction
Non-formal instruction refers to training that takes place in a variety of settings. It may or may not include homework or an evaluation of the learning process. Most non-formal instruction has a strong focus on skill training or character and spiritual formation delivered with an emphasis on practical hands-on learning. These hours should be approved by the administration and recorded for permanent records. Samples of forms for non-formal record keeping may be found on Handbook pages 4.57-58.

Attendance at Sunday morning worship service or other inspirational or devotional meetings does not qualify as non-formal instruction. Non-formal training must have a strong instructional focus and can be delivered in any of the following formats:

* Seminars
** Conferences
  Immersion Discipleship
  Internships
  * Workshops and Clinics
    Structured Mentoring
    Hands-on training (i.e. learning to operate a Sound system)

All non-formal training should enhance the Bible Institute classroom training or should train students in areas not addressed by traditional classes. The focus should be on ministry training and skill development or character formation and not simply times of casual conversation.

Example: Attending a Harvest Crusade service would not be considered non-formal training. However, participation in the evangelism-training clinic offered by Greg Laurie and the Harvest Crusade staff and then serving at the crusade as an altar worker would be non-formal training.

* Some nationally or regionally offered seminars, workshops and clinics have been formally evaluated for academic credit equivalency by qualified faculty. The American Council on Education publishes two guides called Guide to the Evaluation of Educational Experiences in the Armed Forces and National Guide to Educational Credit for Training Programs. These seminars, workshops and clinics can count under the formal training category, since they qualify as transferable college credit.

** Some seminaries and colleges have formally evaluated certain conferences for academic credit. These can count under the formal training category, since they qualify as transferable college credit.

See the Resource CD for additional information on formal and non-formal education.
Academic Catalog Standards

An Academic Catalog presents and defines the full scope of what the institute or college is about. Thus it serves two main purposes, it serves as one of the most important pieces of promotional literature that the school publishes, and it serves as the primary source of operational guidelines for students, faculty and staff. This split purpose can make writing a catalog a bit challenging.

To optimize the catalog’s usefulness as a promotional item for the school, it should be done in as professional manner as the school can afford. It should be written in language that appeals to your primary target demographic group and have graphics and photos that also appeal to your primary target demographic group. Try to capture the community flavor and institutional culture of your school. Stress its core mission and core values. Highlight any unique qualities, features, and programs that your school has to offer. One important item to stress is the unique opportunities presented by studying for ministry in a school that is based in a local church rather than in a typical Bible college or seminary. Make sure that contact information is strategically placed in several parts of the catalog.

One of the most affordable ways to produce and distribute a quality catalog is to do it in electronic form on CD-ROM or DVD-ROM (approximate cost is $1.00-$1.25 per disk). This allows you to publish a full-color catalog without the expense of color printing. You can include an electronic copy of the application packet and even short video clips of some of your best instructors or a video message from your President or Director to prospective students. Be sure to design excellent cover art for the disc that matches the culture of the school. If possible, any hard copy versions of the catalog should have a color cover that matches the CD cover and similar artwork for any brochures distributed by the school. This is called “branding” in marketing circles. An inexpensive way to print a hard-copy catalog and still look professional is to have a professionally designed and printed cover printed on glossy cover stock with the insides printed in-house in black and white on a duplexing postscript compatible laser printer, and bound with a spiral or plastic comb binding (approximate cost is $2.00-$2.50 per hard-copy). Professional offset printing and binding is the nicest looking product, but out of reach for most young schools at $5.00-$8.00 per hard copy).

To optimize the catalog’s usefulness in serving as operational guidelines for the school the following items should be included. This will also satisfy most or all federal and state agency content requirements for a school catalog, and it will satisfy the catalog content requirements for most accrediting agencies.

An institute must have available to students and the public a current and accurate catalog setting forth the institution’s governance, mission, institutional goals, specific objectives, programs and courses, resources, admissions and standards, academic offerings, rules and regulations for conduct, program or degree completion requirements, full-and part-time faculty rosters with faculty degrees and qualifications, fees and other charges, refund policies, a policy defining satisfactory academic progress, graduation rates, rate of recent graduate employment in program related occupations, and other items related to attending, transferring to, or withdrawing from the institution. Claims regarding educational effectiveness must be supported by appropriate data. An institute should not advertise as a college or a university either in name or in description, unless the school has state approval to do so. It also must include several policies that are required by law of all educational institutions (a nondiscrimination policy and statement on diversity, ADA policy, FERPA policy, sexual harassment policy, anti-bullying policy, and drug free policy—see samples of these in the legal concerns section of the Handbook pages 2.6-13).
Other general policy statements that should be included are:

**Academic Honesty**
__________ Institute students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials prior to the test date, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Students are also prohibited from presenting the same assignment for two or more courses (with the exception of English courses where a paper for another course may be evaluated for its organization, flow, grammar, and style).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to redo work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to work in question.
6. Assigning the grade of F for the course.
7. Disciplinary probation or suspension.

**Academic Freedom and Responsibility**
As an institution of higher education, it is the goal of ____________ Institute to pursue and disseminate truth. Accordingly, board members, administration, faculty, staff, and students are free to question assumptions and to consider alternatives in the course of their pursuit and communication. At the same time, as a Christian institution, ____________ Institute believes the Scripture to be inspired by God and, therefore, to be the norm against which all “truth” is to be measured. Since human reasoning is fallible, all perceived “truth” is not necessarily God’s truth, only that which is consistent with the Scriptures is God’s truth.

Therefore, ____________ Institute emphatically rejects indoctrination, whether it is that which results from eliminating the Scriptures as a norm or whether it is that which results from restricting the free pursuit of ideas.

Thus, both the faculty and students of ____________ Institute are free to pursue and disseminate truth, but have the responsibility to measure their conclusions against the Scriptures.

**Course Numbering**
One of the easiest to use systems for numbering courses at a school is the four-digit course number with a two-letter prefix. The following is a key to assigning and interpreting catalog prefixes and course numbers

The two-letter prefix represents the academic discipline in which the course is taught:

- BI = Bible
- CE = Christian Education
- DA = Dance
DR  =  Drama  
GE  =  General Education  
GK  =  Greek  
GM  =  General Ministry  
HB  =  Hebrew  
LD  =  Leadership  
MM  =  Multimedia  
MS  =  Missions  
MU  =  Music  
PM  =  Pastoral Ministry  
TH  =  Theology  
WO  =  Worship  

The four digit number represents:  
The first digit represents the year in the curriculum in which the course should be taken:  

1 = Freshman course  
2 = Sophomore course  
3 = Junior course  
4 = Senior course  

The second digit number represents the number of quarter or semester hours of credit awarded for the course.

The third and fourth digits, in most cases, signify the order in which the course is intended to be taken in the course sequence of that discipline, or it may indicate the order in which the course was added to the curriculum of that discipline, or certain numbers (especially the higher numbers) may represent a particular type of course (such as a 99 may indicate a topics course or special one-time elective offered in that discipline).

Example:  BI 1401 Old Testament Survey means it is a Bible course, meant to be taken in the freshman year, worth four-semester hours credit, and is the first course in the sequence of the Bible curriculum.

**The School Mission Statement: The Internal Operating Standard**

A mission statement is a clear, concise explanation of intention or mission. This will help your school develop a clear sense of identity and purpose. The mission statement will become a guide that determines the direction in which the institute develops. It will determine the courses that are included in the curriculum, the type of instruction that is used, the criteria for personnel, and all the other details related to the institute. It is the standard or guidepost by which all decisions are made. In other words, the mission statement should be used to keep the Institute on target.

In addition to determining direction for the institute, the mission statement will provide the basis for developing the core values, vision statement, objectives, and strategies of the institute.

Samples of completed mission statements are located below.

**Developing a Mission Statement**

The pastor, administrative committee, institute director, prospective faculty, and any other essential leadership people should meet to discuss the intention of the institute.
A mission statement must be clear, concise, measurable and achievable and appropriate for a institution of biblical higher education.

Elements to consider when drafting your mission statement:

What is the primary task the institute wishes to accomplish?
- To train leaders for the local church or churches in a specific geographical area or ethnic/language group?
- To train leaders to be licensed and minister locally and/or in other locations?
- To provide college-level instruction with possible transferability to other institutions?

What group will be targeted for recruitment?
- Emerging Christian leaders who have just graduated from high school? Working adults making a transition into ministry mid-life? Church volunteers seeking better training?
- People who are already involved in ministry?
- People from the local church only? People from other Foursquare churches? People from all area churches?
- People from the local community? People from a broad geographic region?

How will your primary task be accomplished?
- What will be the foci of your curriculum? (Such as theology, ministry skills, and character/spiritual formation)
- What action verbs best describe your primary task?
- How will you know if you have accomplished your primary task?
- Do you have on hand or can you gather the resources and faculty necessary to accomplish your stated mission?
- Is your stated mission appropriate for an institution of biblical higher education?

At the close of this discussion, the next step is to write the mission statement. The statement should be as concise as possible, but it must describe the essential elements and characteristics of the institute. It is good to keep it less than 75 words (or even shorter) so it can be easily memorized. The mission statement should be rewritten until group consensus is achieved. This is a process that may require several meetings, but careful consideration of the mission statement is vital both to the start-up process of an institute and to its future. In addition to your mission statement it is very helpful to develop a set of core values, a vision statement, and institutional goals. This will give you a clearer sense of direction, as well as define what knowledge, skills, and character traits you desire your graduates to possess when they have completed their program of study at your school.

Sample Mission Statements

Life Pacific College (formerly LIFE Bible College)
The mission of Life Pacific College is to support the advance of the Kingdom of God through education and training. The college nurtures the development of ministering persons within a Pentecostal/Charismatic life-experience in God so that men and women are prepared to evangelize and to disciple the nations and to serve and lead the Body of Christ in general and the International Church of the Foursquare Gospel in particular.
The King’s College and Seminary
As a Spirit-filled evangelical community of higher education, The King’s is dedicated to the preparation of men and women for effective leadership and Christ-like servanthood.

Angelus Bible Institute
A.B.I. is a multi-lingual training institute designed to prepare ministers and missionaries and to instruct those who wish to deepen their knowledge of the Word of God.

Angelus Institute of Ministry
The mission of Angelus Institute of Ministry is to coach and train maturing servant leaders who are devoted to develop their call and character as a member of a ministry team.

Pacific Rim Bible Institute
PRBI exists to train, develop, and support emerging Christian leaders who will plant and lead 21st century churches in the Pacific Rim.

Pacific Rim Bible College exists to disciple emerging Christian leaders through biblical higher education that develops their theology, ministry skills, and character, preparing them to plant and lead culturally-engaging mission-driven churches in Hawaii, the Pacific Rim and throughout the world.

Central Valley School of Ministry
Central Valley School of Ministry exists to equip and empower men and women called to: serve the local church, establish new churches, serve cross-culturally, develop workplace ministry

Life School of Ministry
LIFE School of Ministry trains and equips men and women to be world-changing Christians.

Faculty Requirements
A Bible Institute must have credible, committed, and spiritually gifted faculty. The institute must employ sufficient faculty to sustain the level of programming promised by the institute. Choose wisely, for faculty members are the key to the success of any Bible Institute. It is imperative that they demonstrate spiritual maturity, doctrinal compatibility with Foursquare doctrine (It is not necessary for all teachers to have identical doctrine to ICFG, but they should not be opposed to any Foursquare doctrinal positions. However teachers of theology or doctrine classes should teach basic Foursquare doctrine.), and experience in ministry, as well as academic qualifications. Faculty should be provided with a written handbook or handout containing the procedures and policies that must be implemented by each faculty member.

The administrative committee of the institute should approve faculty. If there is a desire to have a faculty member sign an employee contract, it is recommended that the sample on Handbook page 4.64 be used as a guideline. Do not use it verbatim, but adjust it to meet your particular situation. It is also recommended that before issuing a contract, a copy be sent for review to El Clark, corporate counsel for Foursquare International. He can be reached by calling 213.989.4211 or by email at eclark@foursquare.org.

For institutes desiring to establish articulation agreements with accredited colleges for transfer of credit, in most cases, it will be imperative that all faculty members have at least a bachelor’s degree and preferably a master’s degree in the field they are teaching. (In rare instances, exceptionally qualified individuals, such as authors and world-class leaders in their field, may be professionally certified to teach without the normal academic qualifications. This exception should be used very
Further, it is vital that the faculty that are recruited possess degrees from schools accredited by recognized accrediting agencies. Only those schools accredited by the following agencies will be recognized: The Association of Theological Schools (ATS), The Association for Biblical Higher Education (ABHE), The Transnational Association of Christian Colleges and Schools (TRACS), and the six regional accrediting associations and the national accrediting agencies in various professional fields that are recognized by the Council of Higher Education in America (CHEA). Accrediting agencies not approved by the U.S. Department of Education and CHEA will not be recognized for faculty qualifications.

A note about your unique pool of prospective teachers: The general rule is that teachers must have at least a bachelor's degree in the specific discipline in which they are teaching in order to teach a course in a Foursquare Certified Institute or School of Ministry. Creative liberty may be taken, with prior approval, to allow other degreed professionals to assist in the teaching responsibilities of the school. For example, a Christian lawyer/judge may be an appropriate instructor in ethics or leadership, since a J.D. provides good foundation in both disciplines. Some MBAs also have expertise in managerial communication and administration that can be applied to ministry. A Christian counselor or hospital chaplain would make a good candidate to teach both psychology and pastoral care.

Where Do I Find Experienced Ministry Leaders to Help?
In addition to the staff members of your church and other area churches, another important source of potential volunteers and faculty for your institute is Foursquare ForeRunners… Forerunner is a ministry designed to honor our 1,782 credentialed ministers and spouses, over sixty-five years of age. These are priceless gifts to the Lord’s Church! Their value is immeasurable as acknowledged physical builders, but as well they are our involved older friends who have gifts and abilities that are yet being mobilized in serving the generations especially to Bible Institutes, Schools of Ministry and Church-Based Bible Colleges. (Psalm 145:4) Take a look! These are ready and experienced leaders prepared to help you in establishing and operating a Bible Institute Ministry. Contact the ForeRunners’ Office to discover possible resource leaders in your area: Rick Wulfestieg, director: rwulfestieg@foursquare.org; Linda Hibdon, administrator: lhibdon@foursquare.org

Curriculum Requirements
Basic Course of Study for Certified Bible Institutes, Church-Based Bible Colleges, and Schools of Ministry
The basic course of study for Foursquare Bible Colleges is divided into four major categories: Systematic Theology (Foursquare Doctrine), Bible, Ministry, and General Education.

Although these categories should be included in the course of study of every Foursquare Bible Institute and School of Ministry, other categories may also be included. Foursquare doctrine may be approached systematically, biblically, or through a combination of approaches.

An institute may choose whether it wants a non-formal or formal focus. This determines how many hours are required of formal classroom training (375 hours minimum for a non-formal focus, 500 hours minimum for a formal focus).

Remember that these are minimum numbers and each Bible Institute will add additional courses to complete the 750 total hours required of an institute program that best suit their specific mission.

If a Bible Institute desires a non-formal focus, the majority of the required formal classroom instruction should be used to teach the required Foursquare doctrine and the basic Bible classes. If these are
taught to standards of formal institutes for faculty, homework hours, and formal evaluation, they may be considered transferable to Life Pacific College upon evaluation.

Many institutes that are located in large cities may find that is profitable to have their students take some general education courses, such as English Composition, Public Speaking, and Psychology or Sociology at local community colleges.

It is important to seek balance when building a course of study. Students should be trained in all areas. A student that has had multiple hours of Bible training but no training in how to teach or is uncomfortable speaking in front of others, might find it difficult to teach others what they have learned.

**Recommended Subject Balance for 2-Year Bible Institute Curriculum**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours of Instruction</th>
<th>Percentage of Training (Formal or non-formal training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>300 (24 semester hours)</td>
<td>40% (normally formal)</td>
</tr>
<tr>
<td>Foursquare Doctrine</td>
<td>75-125.0 (6-10 sem. hours)</td>
<td>10-17% (normally formal)</td>
</tr>
<tr>
<td>Ministry</td>
<td>262.5 (21 semester hours)</td>
<td>35% (formal or informal)</td>
</tr>
<tr>
<td>General Education</td>
<td>75-112.5 (6-9 sem. hours)</td>
<td>10-15% (formal or informal)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>750 (60 semester hours)</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Basic Curriculum Requirement—Foursquare Doctrine**

All Foursquare Bible Institutes must teach Foursquare Doctrine (75-115 contact hours).

**10 Semester Hour Format for Foursquare Doctrine**  
*Sample from Life Pacific College*

| Theology, Christology, Anthropology, Hamartiology | Systematic Theology I 3 hours |
| Pneumatology, Angelology                           | Systematic Theology II 3 hours |
| Soteriology, Ecclesiology                          | Systematic Theology III 2 hours |
| Divine Healing, Eschatology                        | Systematic Theology IV 2 hours |

* This is the former Theology sequence at LPC, which is still available through distance learning. The new series includes upper division courses in addition to lower division courses.

**6 Semester Hour Format for Foursquare Doctrine**  
*Sample from Pacific Rim Bible College*

| Revelation, Theology, Christology, Anthropology, and Hamartiology | Christian Doctrine 1 3 hours |
| Soteriology, Divine Healing, Pneumatology, Angelology, Ecclesiology, and Eschatology | Christian Doctrine 2 3 hours |

Another possibility is to teach Christian Doctrine 1 & 2 as a survey of Christian Doctrine and then teach two courses in applied theology on the Work and Ministry of the Holy Spirit, and the Kingdom of God in the Church and in the Age to Come (to cover Healing, Miracles, Ecclesiology and Eschatology).

The required Foursquare Doctrine curriculum content may be approached through biblical theology rather than systematic theology, but the subject matter must be covered. The subject matter may be combined into a two 3-semester hour courses instead of the two 3-semester hour plus two 2-semester hour courses, as long as the same overall content is covered. Sample Systematic Theology I - IV course outlines and Christian Doctrine 1 & 2 course outlines are located on the resource disk and in the Institute Course Bank on the Life Pacific College website.
Basic Curriculum Recommendations for Bible Institutes

**Bible (300 contact hours)**

**Highly Recommended**
- Bible Survey or OT Survey & NT Survey
- Torah/Pentateuch
- Prophets
- The Gospels
- Acts or Life & Letters of Paul
- Romans

**Recommended Electives**
- O.T. History Books
- Poetical Books or Psalms and Wisdom Books
- The Corinthian Epistles
- Pastoral Epistles
- Prison Epistles
- Hebrews
- Gen. Epistles & Revelation

**Ministry (262.5 contact hours)**

**Highly Recommended**
- Biblical Languages & Exegesis
- Spiritual Gifts and Ministries
- Worship/Music
- Evangelism & Discipleship
- Introduction to Preaching
- Foursquare Polity and Administration*

**Recommended Electives**
- Church Communication
- Pastoral Counseling
- Multi-cultural Evangelism
- Pastoral Ministry
- Preaching Practicum
- Effective Bible Teaching Methods
- Introduction to World Missions

*Students must still complete the online ICFG Polity Course/Exam in order for this course to receive credit for Foursquare Polity for Foursquare ministry licensing.

**General Education (75-112.5 contact hours)**

**Highly Recommended**
- English Composition*
- Leadership Development*
- Speech Communication or Public Speaking*
- Intro. to Psychology or Intro. to Sociology*

**Recommended Electives**
- Christian Ethics
- Christian Family
- History of Christianity

*These courses are usually available at local community colleges if you do not have the qualified faculty to offer them yourselves or cannot teach them in your state due to operating under an religious exemption which limits instruction to ministry training courses.

**Course Substitution**

Under special circumstances, such as when a required course has not been offered in more than two years, a student may request to substitute another course in the curriculum for the normally required course. Course substitution must be approved in writing by the Institute Director and/or by the major professor in the discipline. A copy of the approval should be kept in the student’s academic record and be noted on their degree program progress sheet or degree plan.

**Ministry License Preparation as Part of the Curriculum**

In developing the school curriculum, it is important to remember that those graduates who plan on entering Foursquare ministry, must be prepared to answer all of the licensing questions during an oral examination and review by district leaders. A well-balanced ministry institute curriculum should be able to cover all of these topics in the overall institute program. This is best done by determining the specific questions/topics that will need to be addressed in each of the courses in the curriculum. This is a good way to assure a well-balanced curriculum as well as to avoid too much course content overlap, though some overlap is desirable and necessary. A capstone course may be added for graduating students to review all of the questions and their answers in preparation for the licensing interview. The
Foursquare Licensing Process Guide provides detailed discussion of most of the interview questions. It would also be helpful to provide each of the institute instructors with a copy as well as keep a couple of copies in the school library.

The primary purpose of all Foursquare Ministry Training Institutes, Schools of Ministry, and Church-Based Bible Colleges is to raise up and equip the next generation of Foursquare leaders in the context of the local church. Therefore it is important for FMT school leaders to be familiar with the Foursquare ministry licensing process. If the licensing process and the license interview questions are kept in mind when formulating the curriculum at each FMT school, then each school will be able to streamline the process for its graduates by minimizing the amount of study time required to prepare for the licensing interview. Each instructor at every FMT school should be given a set of the interview questions and encouraged to read through them at least once each semester (A summary of the Foursquare ministry licensing process and a list of the licensing interview questions is located in Appendix A of this Manual.). It may also be helpful to provide each instructor with a copy of the Foursquare Licensing Process Guide (available through the regional Foursquare ARC office), since it not only includes information about the licensing process, but it also give detailed discussion of 35 of the interview topics, including bibliographic information and suggestions for further reading that may be helpful in lesson preparation on those topics.

Though each course at an FMT school will address specific topics, course instructors should make sure to include as part of their instruction detailed discussion of the interview topics that are directly related to their specific courses each term. No course should be expected to cover all of the questions, or even most of the questions, though the multi-course sequence in Foursquare Doctrine should address all 23 of the questions covered in the doctrinal section. All of the polity questions are addressed in the online course in Foursquare Polity, though schools may offer their own course on Foursquare polity that supplements the online course. The practical questions can be addressed as part of the instruction in a variety of courses, Spiritual Disciplines, Work and Ministry of the Holy Spirit, People Skills and Time Management, Supervised Ministry or Pastoral Ministry, Preaching, Pastoral Care and Counseling Skills, Character Formation for Christian Leaders, Evangelism and Discipleship, Church Planting, and Missions. Some schools may decide to have a finishing course for graduating students that helps them prepare for the licensing interview.

**Additional Important Concepts to Consider When Building Your Curriculum**

**Adding a local touch to traditional curriculum courses**

One of the greatest strengths that an institute or church-based Bible college has to offer is the opportunity for students to train for ministry in the same geographic context that they intend to minister in upon graduation. Thus, the school faculty and pastors of the sponsoring churches should give careful consideration to what core requirements will best meet the needs of the target population in their local geographic region. In most cases the basic core of classes will not vary significantly from region to region, though there may be some special courses that may help to prepare students for ministry in an urban environment or help them to address major social and societal issues in their region.

However, in most cases, though the core curriculum may not vary significantly, the way that the courses are taught should vary considerably from region to region. This is done by adding local flavor and focusing on how general concepts can be applied to address local issues and problems. The history of Christianity in your local area should be taken into account. Issues of injustice or chronic social problems endemic to your area should be addressed, particularly how the Gospel can offer hope and transformation to these circumstances. If there are cultural values and strengths that impact what makes
ministry effective in your area, they should be incorporated. Even use of local dialect to explain
difficult concepts may be helpful at times.

Balancing Tried and True with Innovation
The contextual setting of learning in institutes or church-based Bible colleges offers opportunities to try
out new approaches to ministry and cutting-edge methodology much faster than they are normally
incorporated into curriculum at more established Bible Colleges and Seminaries. It can be a great
advantage for students that they get to study and practice the latest and most cutting-edge methods
before their peers at more traditional schools. But caution should be taken to not abandon teaching the
basics of the discipline in the process. There should be a healthy balance of the tried and tested and the
cutting-edge. Make sure that students have the foundation of the basic principles and practices of the
discipline before exposing them to new methods and concepts, so they have a frame of reference to
evaluate what will be the most effective in their ministry context, drawing from the best that traditional
methods and concepts have to offer as well as the new and exciting cutting-edge methods and principles.
For instance: In most schools, students will only get to take one preaching class, and perhaps a
preaching lab. Narrative Preaching may be one of the most effective cutting-edge styles of preaching,
but a ministry student needs to be taught the basic principles of homiletics, including how to write a
solid introduction, conclusion, develop a topic . . . before learning the specific practices associated with
the narrative style of preaching, like effective storytelling. They will also need to learn the basics of
other styles, like topical, textual and expository preaching, even if the greatest amount of time is devoted
to narrative preaching.

Balancing High Tech with High Touch
We live in an era of rapid advances in technology, particularly in the communication arts. This affords
great opportunities for instructors to enliven their teaching with a wide range of multi-media that were
not available or affordable a generation ago. Younger students, in particular, have grown up in a very
media savvy generation and tend to expect all communication to be entertaining. Teachers should be
encouraged to use video clips, PowerPoint, sound bites, etc., to enrich the learning experience and to
increase student participation and engagement. However, multimedia should seldom become the main
event and substitute for teaching and classroom engagement. Sometimes it is appropriate to show a
longer video, especially if it gives the students exposure to the person who originated an idea or
methodology, or if it serves as a springboard to a major class discussion. But teachers should remember,
that ministry is a people intensive occupation and calling. The best way to learn ministry is to interact
and practice on and with real persons. So be sure that the instructors strive to find a proper balance of
high-tech and high-touch in their instruction.

Maximizing the Institute/Church connection—Education that balances head, hands, and heart
One of the other great strengths that an institute has to offer is the opportunity for students to train for
ministry in a context where they can move seamlessly back and forth between principle and praxis. In
most traditional Bible Colleges and Seminaries, students have to go searching for places where they can
practice the ministry and leadership skills that they are learning in the classroom. Since learning takes
place in an active church setting, students can immediately go from the classroom to a ministry
assignment. They can shadow, intern, serve on staff, or volunteer right outside their classroom door.
This means that students get a chance to try out what they are learning between classes and can come
back into class the next time with questions, challenges, frustrations and triumphs to share and discuss.
This has enormous potential for a lively classroom environment. But this does not happen
automatically.
To be effective in ministry, biblical and theological knowledge must quickly translate to a deeper and growing relational knowledge of God that moves them to a lifestyle of worship and devotion, refines their character, and propels them forward into the world with the good news of Jesus Christ under the power and leadership of the Holy Spirit. Institute faculty should therefore be compelled to go beyond the basics of content and meaning to ask, "So what?" The teachers must challenge their students to try out what they are learning and encourage feedback. They must discuss issues in class that go beyond principles to skill development and character development. They need to afford opportunities to try out their gifts and skills on each other in class even before sending them out into the church to exercise what they learned, so they can work out some of the kinks in a safer controlled nurturing environment.

The church must also be fully on board to maximize the effectiveness of field learning. They need to go beyond seeing students as free labor to understanding that they are making an investment in the long-term health and growth of their church and churches throughout the region. They need to see their work supervising and training students as kingdom work. There needs to be a willingness to speak into the lives of the students, not just on the skill level, but also on the character and spiritual growth level—*to make disciples*. Teachers will need to give adequate time in the classroom to discuss application of principles and to process feedback that the students are bringing back with them from their praxis experience in ministry.

Long term success and vitality in ministry is often more dependent upon the condition of the minister's character and heart than upon the soundness of his or her theology and the depth of his or her ministry skills. Many well-trained and gifted ministers lose their effectiveness or are forced to step down from ministry because of character issues that have gone unchecked. Therefore, character formation needs to be an important part of the training process at the institute.

An element that will help to produce a healthy balance of equipping head, hands and heart is an intentional mentoring program, where church staff and school faculty mentor groups of students on a weekly basis, focusing on character issues and spiritual growth and spiritual gift development and ministry and leadership skill development, practicing ministering to each other under careful and loving guidance. The mentor should also meet with the mentoree one hour each month on a one-to-one basis to assess and discuss issues related to character development and to develop a strategic action plan to grow in those character areas that are in need of improvement. The mentoree should complete a monthly self-assessment (such as the Monthly Head, Hands, and Heart Self-Assessment found on Handbook pages 4.48-49) each month that serves as a foundation for their monthly one-on-one sessions with their mentors.

The goal of the mentoring program should be to assist the students to reach their full potential in Christ by developing their spiritual lives, character, and ministry mindset under the guidance of godly mentors. During a successful mentoring program, students should:

- develop their ministry mindset;
- partner with more mature Christians to develop their character and ability to effectively minister;
- grow in their commitment to regular spiritual disciplines;
- develop their academic capabilities through deliberate and faithful application to their studies;
- fulfill their call through regular and deliberate service within a church or para-church ministry;
- seek assistance in areas of personal challenge or difficulty to break through growth barriers; and
- establish personal accountability for aspects of their life and character.

Ministry skills and character develop most effectively in a family-style environment. God, in his great wisdom created us to be in community. The institute, though not the church, should be a strong, loving,
Christian community akin to a large extended family. Each person there has come together to be equipped for ministry. Part of that process involves exercising one’s spiritual gifts and practicing the ministry skills learned in class. This is best accomplished in the loving supportive and understanding context of Christian family. Nobody gets left behind or forgotten. Everyone is encouraged to discover his or her full potential.

Students should be encouraged to explore their emerging gifts and skills by ministering to each other. If they make mistakes, there is loving understanding, gentle correction and guidance, and encouragement to try again until confidence and competence is developed. Students will learn to draw from each other’s strengths. They will learn mutual dependence on the whole body of Christ in their areas of weakness and need. And they will develop deep lifelong relationships in which they can call upon each other at any time that they are in need of ministry, encouragement, or someone to talk things out. Gal. 6:9-10  Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. 10 Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.

Marketplace Ministry & Training Marketplace Ministers
There are a growing number of adult students who desire to utilize their professional training and experience to serve God in their current workplace as a marketplace minister. They come to Bible Institutes looking for the school to provide them with a strong biblical foundation for life. Some of these may also choose to be bi-vocational ministers, ministering in both the workplace and the church. But the majority of these see themselves on mission in the marketplace as strategically placed missionaries and ministers. The institute will need to add special courses or even majors to help equip them for this emerging group of ministers who will be a vital force in the advancement of God’s Kingdom. Schools will also need to recruit special mentors who are already serving as marketplace ministers to guide them in integrating their business life and their ministry calling.

The goal of the marketplace ministry training should be to help the student to love God and love people and to develop the heart and mindset of a marketplace minister. During successful marketplace ministry training, the student should be equipped to:
• know what they believe and why they believe it;
• know how to share their faith in a marketplace context;
• understand and practice servant leadership in the marketplace;
• earn the trust and respect of others in their workplace through their excellent people skills and time management;
• develop a philosophy for ministry in their unique marketplace setting;
• develop strategies and practices for successfully launching new ministries in their marketplace context; and
• develop strategies and practices for initiating community transformation.

Calendar Format: Quarters Versus Semesters
Each institute must decide whether to operate on the quarter system or on the semester system. Normally, quarters run ten weeks of instruction plus final exams, and semesters run fifteen weeks of instruction plus final exams. Accelerated semesters also run ten weeks plus exams, but increase class time by a factor of 1.5 each week, such that a three-semester hour course would meet 4.5 hours per week versus 3 hours during a full-length semester. Mini-semesters can be eight weeks long, and micro-semesters can be four weeks long, two weeks long, or even one week long (or multiple other formats), as long as the total number of instructional contact hours remains 37.5 hours for a three-semester hour course. (Remember the 37.5 hours does not include break times, only instructional time. Break times
must be added on top of the 37.5 hours.) Remember that students must be assigned 1.5-2 hours of homework for every hour of class meeting time. For micro-terms, it may be best to assign a portion of the homework to be done before the course begins meeting and a portion to be completed after the teaching sessions have been ended, with a firm deadline to complete all work.

Start and end dates of terms should generally coincide with other colleges in the area as well as the local school system in order to avoid conflicts with family vacation times or situations where the kids are home from school, but the parent needs to be in classes.

The decision for term format will determine the relative transfer value of each course that is offered. The standard requirement for instruction time, which will provide for the possibility of transferability, is 12.5 hours of instruction for each semester unit or 8.34 hours of instruction for each quarter hour unit. Please note that there may be some time discrepancies when transferring from a quarter system to a semester system or vice versa. If the possibility of transfer is not an issue, the instruction time for each class can be adjusted. If transferability is desired, it is recommended that the curriculum of the institute be built in such a way that the courses will transfer easily. The transfer process will be simplified for institute students if the institute patterns course names and descriptions, and course length and structure according to the courses at the college most institute students intend to transfer into. For further information regarding the semester and quarter systems and a conversion chart see below.

**Credit Hour Conversion from Quarter Hours to Semester Hours**

**Conversion Formula**
The formula for converting quarter credit hours to semester credit hours is to multiply quarter credit hours by 2/3 to get the number of semester credit hours. This formula applies to both undergraduate and graduate credit hours.

For example, if a student has earned 96 hours under the quarter system, the quarter credits will be converted to semester hours as follows:

\[
96 \text{ quarter hours} \times \frac{2}{3} = 64 \text{ semester hours}
\]

Thus, the student's 96 quarter credit hours will be converted to 64 semester hours. This is a one-third reduction, but there is no loss of credit for the student because the two-thirds multiplier is also used to convert total credit hour requirements.

For example, if the student's degree program required 192 quarter hours, the quarter system requirements will be converted to semester hours as follows:

\[
192 \text{ quarter hours} \times \frac{2}{3} = 128 \text{ semester hours}
\]

Either way, the student will have completed 50 percent of the credit hour requirements:

\[
96 \text{ quarter hours earned} \div 192 \text{ quarter hours required} = \frac{1}{2} = 50\%
\]

or

\[
64 \text{ semester hours earned} \div 128 \text{ semester hours required} = \frac{1}{2} = 50\%
\]

Note that the credit-hour conversions are made in the aggregate on the basis of the total number of credit hours that a student has earned, and not on a course-by-course basis.
Conversion Table
Quarter credits earned are multiplied by 2/3 and rounded down to arrive at semester credits earned. This table does the rounding for you by listing the number of quarter hours earned on the left and the resulting semester hours earned on the right. All you need do is look through the table for the appropriate number of quarter hours earned to determine the number of semester hours earned.

Quarter units will transfer at approximately 67% in order to accurately reflect the course work being completed. Evaluate each course separately. This is the entire chart you will need, since the maximum hours of credit for a course in a quarter hour system is 5 quarter hours.

<table>
<thead>
<tr>
<th>Quarter Units</th>
<th>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>.5</td>
</tr>
</tbody>
</table>

Course Outline or Syllabus Standards
Each course should have a course outline, also called a syllabus. A course outline defines the contract between an instructor and each of his/her students. A course outline should list the name of the instructor, the mission statement of the Institute, a course description, learning outcome objectives, textbooks and materials, course requirements and due dates, course policies and ADA policy statement, and course schedule or calendar. Sample course outlines are provided on the Resource CD and in the Institutes Course Bank on the Life Pacific College website.

It is important that each course outline contain the mission statement of the Institute. The instructor should point out to students the way each course supports and fulfills the mission statement.

Each course description should be directly quoted from the official course descriptions published by the Institute. Instructors are not free to write their own course descriptions. The content for each course must be determined by the institute director or academic dean and the administrative committee in order to ensure that the content is consistent with the mission of the institute. The Institute Director should approve each course outline before the beginning of each teaching period. The course description should provide a brief overview of the major content areas of the course.

Course outcome objectives should be developed from the course description. The objectives should state what knowledge, attitudes, perceptions, or skills the students are expected to develop during the course. Thus, most of the objectives will utilize action verbs. Most outcome objectives should be both observable and measurable, though some will be a bit difficult to measure yet still valid, such as “The student will develop a greater passion for the Word of God.” This means that the expected learning can be observed by the instructor and measured when the student completes some type of evaluation, such as an exam or course project or presentation. (I.e.: Has the student demonstrated 90%, 80% or 75% . . . mastery of the subject matter? More or less?) Objectives must be stated in a way that allows the instructor to evaluate the effectiveness of the instruction. For example:

Not observable and measurable: Students will have a greater appreciation of the first five books of the Old Testament.

Observable and measurable: Students will demonstrate an understanding of the concept of redemption as developed in the Pentateuch.
Although it is not necessary to include in the course outline the evaluation tools that will be used to evaluate each objective, it is very important that each instructor plan specific evaluation processes to measure each objective. For example: The correctly written objective above could be evaluated by test questions. It could also be evaluated by a written assignment or oral presentation in which the instructor could observe and measure the learning that has occurred.

The textbooks and other materials, which will be used in the course, should clearly support the learning objectives of the course and should support and supplement classroom instruction. Complete bibliographic information should be included on all books: author’s full name with last name first, full title and any subtitle, edition (if not first edition), volume number (if it's a multi-volume work), city of publication, name of publisher, and year of publication. The bibliographic information for suggested supplementary reading materials should also be included.

Course requirements should be clearly explained in the course outline. Although instructors may explain requirements orally, the syllabus should give students enough information to know what to expect as far as scheduling time and arranging resources in order to complete each assignment. When listing the requirements, the relative value of each requirement or assignment should be explained. For instance, a test may be worth 25% of the total possible points in the course. A paper may be worth 20% of the total.

Course policies should be thoroughly explained. Policies may cover such areas as class attendance, penalties for late work or failure to turn in assignments, etc. Although many institutes have policies that cover the same area, it is the instructor's responsibility to include his/her policies in the outline. For instance, an institute may require that students attend 80% of all class sessions. However, an instructor may also have a policy stating that a grade deduction will be made for each unexcused absence from class. The course must thoroughly explain all policies that affect the student’s ability to complete the course successfully.

A schedule or calendar should list the dates on which the topics of instruction will be covered. A corresponding schedule of reading assignments, to be read prior to each class session, should be also included. A schedule should also list deadlines for major assignments and examination dates. Remember that students must be assigned 1.5-2 hours of homework for every hour of class meeting time.

Recommended calculations to determine homework hours:

- Reading: 25–30 pages per hour for standard text; 15–20 pages per hour for college level textbooks; 10–15 pages per hour if highly technical. Bible Reading at 20 pages per hour.
- Writing: 2 hours per full double-spaced page for a research paper (1 hour of research, 1 hour of writing); 1.5 hours per page when pre-writing preparation is needed; 1 hour per page for personal opinion/book reports.
- Tests: 3 hours of study time per 10% of final grade up to 25%. When one test is valued at 30% or more of the final grade, allow 2.5 hours of study time per 10% of final grade.

**Standards of Behavioral Conduct for Faculty, Staff, and Students**

Institute students and faculty should be aware that they represent the institute in the community and in their churches every day, wherever they go. Therefore, they should always dress and conduct themselves in a manner that is befitting professional ministers, and most of all, followers of Christ. They are the foundation of the institute’s reputation in the local community, especially in the local churches. They should be encouraged to build the reputation of the institute strong.
Sample Standards of Conduct

It is the desire of \textit{___________} Institute that each student and faculty member hold to the high standards of morality as taught in the Old and New Testaments, and as exemplified in the life of Christ. While the Scriptures do not provide specific teaching regarding all social and moral practices, they do advocate self-restraint in matters that are harmful or offensive to others in the community. As a result, it is expected that each individual who voluntarily joins the Christian academic community of \textit{___________} Institute will, with God’s help, abide by all of the standards set forth by this institution.

The foundational principle for Christian conduct is the Lordship of Christ. The Scriptures teach that though all things are lawful to the Christian, not all things are profitable (1 Cor. 6:12). They also teach that no one and no thing should ever be allowed to take the place of Christ as Lord of our lives, even temporarily (Rom. 6:14). Therefore, since all addictions are a form of mastery, committed Christians should avoid addictive behavior and substances, so that these do not become lord over their lives.

The Scriptures also teach that mature Christians should be aware of the vulnerabilities of others, and in love, choose to limit their own freedom in order to avoid any behavior that may lead others to become ensnared or re-ensnared in sinful behavior (1 Cor. 8:9). Scripture may not prohibit the consumption of alcohol, and state law permits consumption by those who are 21 years old or older. However, according to this principle, emerging Christian leaders need to be aware that their consumption may encourage others, who are vulnerable because of previous addiction or family history, to consume alcohol. It is a loving response to choose to limit one’s own freedom and to refrain from consuming alcohol, so that one’s behavior will not become a stumbling block to others. No one can be aware of the weaknesses that exist in all those who may be observing their behavior as leaders, since many are watching beyond the limits of their immediate company.

On some matters of behavior, Scripture has given clear instruction. It is a clear violation of Scripture to drink alcohol to the point of drunkenness, use recreational drugs, or to participate in occult practices. In the case that a member of the community is found to be participating in any of these practices, that student will participate in a process of redemptive discipline.

In addition, Scripture has clearly prohibited a variety of sexual practices that compromise God's intention for sexual expression in marriage. Premarital sex, adultery, homosexual activity, use of pornography, prostitution, and solicitation of sex are in violation of God’s law and the trust of the community. They will be met with a process of redemptive discipline.

All \textit{___________} Institute students and faculty are expected to comply with local, state and federal laws. Any student found to be conducting criminal activity on school premises or at school activities will be handed over to the local authorities.

\textbf{Representing the Institute}

Institute and Bible college students should be aware that they represent the Institute out in the community and in their churches every day, wherever they go. Therefore, they should always dress and conduct themselves in a manner that is befitting professional ministers, and most of all, followers of Christ. They are the foundation of the school reputation in the local community, especially in the local churches. They should be encouraged to build that reputation strong.

Students who are sent out as official representatives of the Institute, either as recruiters, guest speakers or ministers, or members of school ensembles, should wear school logo apparel where appropriate, and
conduct themselves with utmost respectability, sincerity, humility, and a heart to serve others. They are the best representatives and recruiters that a school has. Everything they do and say reflects back on the school. Please encourage them to represent the school and Jesus Christ well!

**Board of Discipline**
All violations of the ____________ Institute standards of conduct will be brought before a board of discipline consisting of the Institute Director, Dean of Students (if there is one, otherwise include an additional faculty member), and at least one additional faculty member.

They will review all pertinent details of the violation and will decide upon a course of redemptive discipline. Redemptive disciplinary measures may include, but are not limited to, counseling, reprimand, close mentoring with heightened accountability, public confession and repentance, corrective actions, disciplinary probation, disciplinary suspension, and disciplinary expulsion.

**Discipline for Violating Behavioral Standards of Conduct**

**Disciplinary Probation**
Students who are found to be in significant violation of the ____________ Institute standards of conduct may be placed on disciplinary probation for a period of one semester upon recommendation of the board of discipline. Any further violations during the period of probation may result in the student being placed on disciplinary suspension.

**Disciplinary Suspension**
Students who are found to be in serious violation of the ____________ Institute standards of conduct may be placed on disciplinary suspension for a period of one semester upon recommendation of the board of discipline. Any further violations following the student’s return to school may result in the student being permanently expelled from ____________ Institute. Students who are on disciplinary suspension from another college or university may not attend classes at ____________ Institute during their term of suspension.

**Disciplinary Expulsion**
Students who are found to be in extreme violation of the ____________ Institute standards of conduct, have serious violations of the standards of conduct following a previous disciplinary suspension, or participate in criminal activity, may be permanently expelled from ____________ Institute upon recommendation of the board of discipline.

**Appeal**
A student who has been placed on disciplinary suspension or expulsion, yet believes he or she has facts unknown to the board of discipline may appeal to be reinstated. To make an appeal, a student should submit a written statement to the Institute Director or Dean of Students including:

1. Reasons for the breach of conduct.
2. Intentions to maintain acceptable conduct, and provisions for regular accountability.
3. Methods for anticipated success toward this change of conduct.

If the appeal is granted, a student will return under probationary status.
Getting Your New Institute Started:  
From Vision to Your First Term of Operation

Starting an Institute: Fine Tuning Your Dreams  
by Dr. John Amstutz

1. Assessment of the Historical Situation (the motivation for training).  
   a. Ministry and leadership training needs, especially evaluate local needs.  
      • biblical and theological literacy  
      • ministry competency  
      • leadership maturity and multiplication  
      • brain drain of local emerging leaders who go elsewhere to study  
   b. Ministry and leadership training resources.  
      • teaching team  
      • administrative structure and personnel  
      • finances  
      • facilities  
   c. Ministry and leadership training participants.  
      • emerging or existing laypeople and leaders  
      • emerging or existing vocational leaders

2. Clarification of the Mission Statement (the reason for training).  
   a. Calling: sense of divine assignment.  
      ―“because we believe God has called us to…”  
   b. Values: core commitments.  
      ―“and we are fully committed to the value of…”  
   c. Vision: envisioning the future.  
      ―“we intend, by His grace, to…”

3. Identification of the Program’s Intent (the design of training)  
   a. Purpose: broadest statement of the school’s intent in terms of the reason for its existence (mission statement).  
   b. Goals: next broadest statement of the program’s intent expressed in terms of what the student needs to know, be and do in order to fulfill the purpose of the program (curriculum design and course offerings)  
   c. Objectives: the most focused statement of the curriculum’s intent in terms of what the student will demonstrate in understanding, maturity and competency upon completion of the program in fulfillment of its goals (anticipated outcomes).

4. Selection of the Training Model (the kind of training).  
   a. Informal training model: modeling, discipling, mentoring  
      ―lay training, largely a-service, relationally oriented  
   b. Non-formal training model: seminars, workshops, schools of ministry  
      ―lay and vocational training, largely in-service, practically oriented  
   c. Formal training model: institutes, schools, colleges, universities, seminaries  
      ―vocational training, largely pre-service, academically oriented
Sample Timeline for Starting an Institute  
By Dr. Dan Hedges

12-15 months before institute opens
Send a written request to the district supervisor for approval to start an institute. Request a Foursquare Bible Institute Application form (from district office or the institutes website) and download the Foursquare Ministry Training Handbook of Operations from the institutes website resource page. Develop an operating budget.

9-12 months (or as soon as approval is granted)
Develop a mission statement for the institute. Develop an application for admission. Determine the rate of tuition. Begin the process of selecting, contacting prospective faculty members. Begin the process of determining what classes will be offered and the schedule for classes. Formally organize the institute: director and administrative board. Identify sources for prospective students

9 months
Submit Foursquare Bible Institute Application. Develop brochures and other promotional materials. Do initial contacts of prospective students.

6 months
Schedule an on-site visit. Finalize selection of faculty; secure commitments from all faculty members. Complete textbook selection process. Do follow-up contacts of prospective students.

4-6 months (or as soon as recommendations from on-site visit are received)
Make all necessary adjustments suggested by committee.

3 months
Finalize and print schedule of classes for first operating period. Process incoming application information. Send out acceptance letters. Meet with instructors to begin discussion of institute policies. Make sure that textbooks and other necessary supplies have been ordered.

2 months
Make sure that all course outlines are completed and in compliance with guidelines. Continue recruitment and promotion.

1 month
Finalize registration plans and details. Close off admissions for 1st term no later than 2-3 weeks before the term starts. Make sure that classroom set-up is complete. Meet with faculty members to finalize all necessary details relating to instruction and institute policies.

Every year
Submit application for renewal as a Foursquare Bible Institute by July 15.

Note: This process can be significantly streamlined if the institute is under a director with experience in college or academic administration.
How to Start an Institute

By Dr. Dan Hedges

Questions to consider and initial steps to take in starting an Institute at your church.

Please consider the following:

- Are you prepared to make a long-term commitment? Does your vision for the ministry encompass the next five years? Does it encompass the next 10 years?
- Do you have qualified faculty available? Each instructor should have a minimum of a bachelor's degree from an accredited institution along with ministry experience.
- Will you be willing to release people to become licensed ministers after they have completed training?
- Are there nearby churches that could partner with you in establishing an institute?
- Do you have facilities that can accommodate an institute on a consistent, long-term basis? You must have classroom and library facilities.
- Do you have the finances necessary to launch an institute? Facilities, equipment, and salaries can be very expensive.

Steps in Establishing a Certified Foursquare Bible Institute or School of Ministry:

1. Request and receive approval from your district supervisor.
2. Upon approval, request your district office to call the national Foursquare Ministry Training Institutes office on your behalf. Download the Foursquare Ministry Training Handbook of Operations from the institutes website resource page.
3. Submit Application form to the FMTI office.(a writable file is downloadable from the Institutes Website Institute Forms page.)
4. Schedule with FMTI an on-site appraisal of facilities and resources and assistance in laying the foundational elements necessary for an institute.
5. Receive from FMTI a written review of the on-site appraisal, including observations and recommendations.
6. Make any necessary adjustments in order to comply with guidelines and standards.
7. Submit to FMTI verification of compliance with guidelines and standards.
8. Application is reviewed by Bible Institute Committee and forwarded to the Foursquare Board of Directors for approval.
9. Receive approval from the Foursquare Board of Directors.

Note: This process should be instituted not less than one year from your target date for opening a Certified Bible Institute or School of Ministry.
The Institute must be organized and managed in a way that demonstrates both academic and financial credibility. It should be under the oversight of the local sponsoring church(es), and operate within the educational guidelines framed by the International Church of the Foursquare Gospel and state and federal educational regulations. Churches desiring to operate a church-based Bible College are encouraged to begin as a Formal Bible Institute for the first two years of operation while building the appropriate infrastructure for operation as a college. When structuring the initial administrative foundation for an institute, follow these steps:

**Secure the District Supervisor’s Approval**
When considering starting an institute, the first point of contact should be with the district supervisor. Contact can be made by writing a letter of intent, by calling the District Supervisor, or by making an appointment. Your district supervisor will need to endorse your request for board approval. This endorsement should be the last step prior to sending the application to Foursquare Ministry Training Institutes at 1910 W. Sunset Blvd., Suite 500, Los Angeles, California, 90026.

**Secure the Church Council Agreement**
When the church council backs the institute, it provides credibility, guidance and needed resources. If a Bible Institute is to be a ministry of the local church, it is imperative that there be agreement with the vision. Signatures of the church council are required on the Foursquare Bible Institute Application. If the institute will serve the division or a group of churches, a broader base of agreement will be needed. However, it is still important that the church council of the hosting church understands and agrees to the commitment (time, finances, facilities etc.) that may directly affect the church.

**Set up an Administrative Committee**
The institute should be under the direct oversight of an administrative committee. The administrative committee must oversee the operation of the institute making sure that the standards for approval as an institute are maintained and that the program fulfills the institute's mission statement. The institute's administrative committee will consist of a minimum of five members. The senior pastor shall serve on the administrative committee. At least one church council member (in addition to the pastor) shall serve on the committee at all times. Because the institute will operate as a department of the church, all financial matters will be reviewed and approved by the church council. Other members of this committee could be additional council members, elders, or educators within the congregation. This committee should meet on a regular basis (How often will depend upon the stage of development of the institute, at the beginning it may meet monthly, after a year quarterly might be sufficient).

Church-based Bible colleges will need to establish a formal Board of Directors in compliance with State and Federal educational non-profit regulations.

**Appoint a Director**
It is recommended that the institute director have a ministry related degree from an accredited institution, or be working toward it, if the institute is a formal Bible institute, the director should have a Master’s degree in ministry related degree from an accredited institution, or be working toward it. The director should be answerable to the Administrative Committee, and should be responsible for the oversight of the institute program. The institute should have sufficient personnel to maintain proper attendance records, payment records, and transcript records, and make telephone or written contacts during the admission process with students.

*Please note:* The title given to these various administrative positions may differ from institute to institute. It is imperative, however, that the areas of administration listed above be covered.
Developing The Institute Budget

A detailed operational budget helps ensure that an institute can provide quality instruction on a consistent basis. (See the Resource CD for sample budget worksheets.) In its simplest form, a budget lists income and expenses. However, a budget can help provide answers to complex questions:

- What tuition rate should be charged?
- What compensation should instructors receive?
- What financial assistance is needed from the supporting church(es)?
- How much fundraising must be conducted to raise support from individual and corporate donors?

Although the answers to these questions may vary during different phases of the institute’s growth, a budget is a key ingredient to the financial integrity of the overall ministry. The process of developing a budget should include the senior pastor, the institute director, and a member of the administrative committee and/or the church council. In the initial stages of the budget development the following considerations should be addressed:

1. How much capital will be necessary to purchase furniture, start-up library books, library processing materials, and instructional equipment?
2. How much financial reserve should we have before we begin operation?
3. Will we incur any expense to prepare our facility for an institute (such as an ADA upgrade to existing bathrooms and doorways, installing whiteboards or improved lighting or air conditioning)?
4. How much of our budget should be dedicated to operate a library?
5. What portion of shared operational expenses (increased utilities, photocopying, liability and fire insurance, dedicated office or classroom space, etc.) will the institute cover?
6. What material expenses will be needed to support classroom instruction (office supplies, record storage, paper and toner, computer support, etc.)?
7. Will the institute director be full-time at the institute (preferred) or also have church staff responsibilities? Will other staff be needed for institute operation?
8. At what point will full-time instructors be needed?
9. How much will part-time instructors be compensated for teaching?
10. What will the per student expense be to operate our institute? What portion of that expense can we reasonably expect a student to pay?
11. What is the tuition for the students who attend community colleges in our area? What is the tuition at the state university system? At Bible colleges in the area? (Note: most of these have been heavily underwritten by outside support from state or denominations, etc.)
12. What tuition can we expect our students to be able to pay to remain continuously enrolled and remain debt free?
13. Will there be more than one category of tuition for institute program students vs. community enrichment students? Full-time enrolled students vs. part-time?
14. What items in the budget should be covered by fees separate from tuition?

During the first year or two of institute operation, the sponsoring church(es) will likely need to supply a greater portion of the operating budget of the institute until the enrollment and tuition reaches a level that will sustain 40% of the budget. The sources of income from a typical institute should roughly be distributed as follows (although the percentages may vary):

- 40% from tuition and fees
- 30% from support from individual and corporate donors
- 30% from support from the sponsoring church(es)
Additional Considerations Regarding Tuition & Fees
The institute should assign a per-course or per-unit charge for instruction. In setting tuition rates, an important consideration should be the overall budget of the institute (a sample budget worksheet can be found below). A second consideration should be the economic capabilities of the average student. Tuition should be high enough to help defray a significant portion of the costs of the institute, but it must be low enough to make sustained attendance possible.

It is always most favorable to have students pay complete tuition costs at the beginning of the term of instruction. However, many students may find it necessary to make tuition payments at regular intervals. While it may not be possible for a student to pay $500 in one lump sum, four payments of $125 each month would be possible. A payment-plan processing-fee of $25-50 per term may be charged to underwrite the additional expenses of tracking and billing of scheduled payments. In addition to deferred payment plans, some institutions offer discount tuition for spouses of students or for other family members of students. Also area churches should be encouraged to underwrite a portion or all of the tuition costs of their church staff members who are being trained at the institute.

There may be other fees required for instruction. Since fees are normally non-refundable, it is best to have all fees paid at the beginning of the term of instruction.

Sample fees:
- Admission Fee (helps underwrite the cost of setting up a student file and new student orientation)-when student first applies to the institute.
- Registration Fee (helps underwrite cost of registration paperwork and processing each term)-every term.
- Payment Plan Processing Fee (helps underwrite cost of billing and tracking scheduled payments)-when student chooses to make monthly payments rather than pay all tuition and fees up front.
- Library Fee (helps underwrite cost of acquisitions for library)-each term, may be scaled by course load.
- Student Life Fee (helps underwrite cost of chapels, common meals, student activities and student government) –every term, may be scaled by course load.
- Computer Lab Fee (helps underwrite operation, maintenance, and software)-for classes utilizing computers (if applicable).
- Private Music Lesson Fee (for private lessons to supplement the higher cost of instruction for individualized music lessons). This fee only applies to private music lessons(if applicable).
- Internship fee (provides honorarium for intern field supervisor)–for school coordinated internships(if applicable).
- Graduation Fee (helps underwrite cost of graduation apparel, certificate and celebration)-when applying for graduation.

It is imperative that meticulous financial records be kept for each student in both electronic form and paper form. Electronic records should be backed up and stored off-site each week. This is also addressed on page 4.3 of the Handbook under "Records."
## Bible Institute Budget Worksheet*

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Formula</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee (number of students) X (fee)</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Library Fee (number of students) X (fee)</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Student Life Fee (retreats, chapel) X (fee)</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Tuition (number of students) X (fee)</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Sales of textbooks</td>
<td></td>
<td>$___________</td>
</tr>
<tr>
<td>Regular Support from sponsoring church(es)</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Gifts from churches and individuals</td>
<td>$___________</td>
<td></td>
</tr>
<tr>
<td>Other income</td>
<td>$___________</td>
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</tbody>
</table>

**TOTAL INCOME** $_________________

### Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Publicity/Promotion</td>
<td>$___________</td>
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<tr>
<td>Honorariums: faculty</td>
<td>$___________</td>
</tr>
<tr>
<td>Salary for Director and other office staff</td>
<td>$___________</td>
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<tr>
<td>Utilities</td>
<td>$___________</td>
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<tr>
<td>Building rental</td>
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<tr>
<td>Equipment</td>
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<tr>
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<td>Cost of instructional materials</td>
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<tr>
<td>Office Supplies</td>
<td>$___________</td>
</tr>
<tr>
<td>Other expenses</td>
<td>$___________</td>
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</tbody>
</table>

**TOTAL EXPENSES** $_________________

*A sample of a more detailed Bible College Budget worksheet is found on the Resources CD.*
Funding the Institute Vision

In addition to having substantial ongoing support from the sponsoring churches, the following ideas have been successfully used to help fund Institute operations and special projects:

The Sponsoring Pastor or President can host a Vision Dinner for prospective donors with substantial means and challenge them with the vision for the Institute and encourage them to invest in the future of the churches in your region.

Hold a Fundraising Gala—A $100+ per plate night of food, big-name entertainment, silent auction, and challenges to prospective donors. The more students from the Institute featured at an event like this, the more people are willing to invest in the future of the school or in scholarships.

Collect a special offering at the beginning or end of the school year, or at Christmas, at the sponsoring churches. Do a major lead up to the offering in the weeks before so people come prepared to give. Feature a worship team and testimonies or video from the school during the service that morning.

Encourage local area Foursquare churches to invest 1% of their offerings in training emerging ministers for the local district at your Institute. If the District Supervisor is on Board, he may be the best one to encourage them to do this, especially if the Institute is serving the whole District.

Challenge church members to help sponsor individual students, not only financially, but also spiritually, by praying for them regularly and hosting them for meals from time to time.

Challenge churches to pay part or all of the tuition for students who are on their church staff.

Encourage people to make memorial gifts to the school in the form of special purchases with dedicatory plaques or memorial scholarships in honor of their loved ones who have gone to be with the Lord. This creates a legacy for that person that continues to make a contribution to God’s Kingdom well after they are gone.

Encourage older church members to include the school in their wills and estates, or as insurance beneficiaries.

Encourage local business owners to donate quality used office equipment and computers to the school when they upgrade their office systems.

Hold a letter writing campaign to Christian business owners encouraging them to invest in the school and the future Christian leaders who are being trained.

Develop a dedicated group of monthly donors who commit to give the same amount to the school each month. A gift of just $25 per month adds up to $300 per year. One hundred dedicated givers giving this amount will raise $30,000 each year. Keep them up to date with a brief monthly newsletter that helps them know their money is being invested well.

A Mega-Garage-Sale can sometimes raise $10-15,000 in one day of sales to help finance equipment purchases or a special event or a mission trip for the students. Add fresh baked goods or BBQ and the funds will increase even more.
Setting up for the First Term

Scheduling Class Meeting Times
The first issue to consider is what times during the week most of the students are available for classes. If most of the students are on church staff in area churches, they probably cannot attend classes on Friday night, Saturday or Sunday or during staff meetings. Mondays, or at least Monday mornings might be their designated rest day. If most of the students are working adults, then evenings and Saturdays are probably the best times for classes or early mornings (5:30-7:30 a.m.) before work. If most students are traditional 18-24 year old college age students, any time format could potentially work, though early morning classes don’t usually do well with this age group.

Another important factor in this equation is when instructors are available to teach. Obviously, you can’t offer a class if there is no instructor available to teach at that time of day.

Try to avoid obvious conflicts with regularly scheduled worship times, youth groups, and major Christian conferences or events in your area, scheduling around them as much as possible. If classroom space must be shared with other church ministries during the week, try to get at least one classroom dedicated exclusively for institute use, except on Sundays. If this is not possible, then try to schedule classes when there will be the least conflict over classroom use and the least building noise that could interfere with teaching effectiveness.

Another issue to consider when deciding on class meeting times is health and safety. Are the classrooms air-conditioned? If not, it may be counter-productive to offer classes during the hottest part of the day, unless you plan on adding air conditioning to the rooms (probably a wise investment over the long haul). If the church is in an area that is not very safe after dark, classes should be held during the daytime hours or increased exterior lighting and security measures need to be set in place to hold evening classes safely.

The next issue to consider is whether a class will meet in one block of time each week, or one hour of the day on multiple days of the week. The second format works best only in residential classes, though it is also helpful in language classes like Greek or Hebrew or English. Since most of your students will likely be commuting to classes, one solid block of time, with breaks, will be more attractive to students. Another possibility is for a three-hour class to meet two times each week for 1.5 hours each time. This is especially good for early morning classes 6:00-7:15 a.m. or classes right after work 5:30-6:45 p.m. Another possible time format, if you are located in a densely populated area or downtown region is three one hour classes during lunch hour 11:30 a.m.-12:20 p.m. or 12:00-12:50 p.m. Employers are often willing to allow employees to flex ½ hour in the morning or at lunch so they can attend classes, since this usually improves their effectiveness as employees, even when the courses are in fields not directly related to their line of work.

Term Calendar Formats: Quarters vs. Semesters and Traditional Term Length Format vs. Accelerated Terms
Each institute must decide whether to operate on the quarter system or on the semester system. Normally, quarters run ten weeks of instruction plus final exams (11 weeks total), and semesters run fifteen weeks of instruction plus final exams (16 weeks total). Each hour of class in a traditional schedule meets for 50 minutes plus a 10-minute break.
Accelerated semesters also run ten weeks plus exams (11 weeks total), but they increase class time by a factor of 1.5 each week, such that a three semester-hour course would meet 4.5 (50 minute hours plus 10 minute breaks) hours per week versus 3 hours during a full-length semester.

Mini-semesters can be eight weeks long, and micro-semesters can be four weeks long, two weeks long, or even one week long, as long as the total number of instructional contact hours remains 37.5 hours for a three semester-hour course. Another alternative is to hold five 9-hour sessions (with 10 minute breaks each hour) on Saturdays plus exams on the sixth Saturday.

Remember the 37.5 hours of instructional time does not include break times, only instructional time. Break times must be added on top of the 37.5 hours. With break times, the total meeting time is 45 hours. Also remember that students must be assigned 1.5-2 hours of homework for every hour of class meeting time. For micro terms, it may be best to assign a portion of the homework to be done before the course begins meeting and a portion to be completed after the teaching sessions have been ended, with a firm deadline to complete all work.

Start and end dates of terms should generally coincide with other colleges in the area as well as the local school system, in order to avoid conflicts with family vacation times or situations where the kids are home from school, but the parent or older children need to be in classes.

**Course Rotation and Scheduling**

One of the most complicated and tricky areas of scheduling courses for your institute will be setting up the course rotation. Course rotation determines how often and during which terms a particular course will be offered. This needs to be done in such a way as to maximize class sizes and at the same time to ensure steady and timely progress of students toward program completion. For effective student academic advising and for faculty planning, it is recommended that each institute prepare a three to five-year projected schedule of course offerings on a scheduling grid. See example in on Handbook pages 4.120-22.

The three main factors that will influence your decision making process in course rotation are the total length of the programs offered (one year or two years), the rate at which the majority of students are enrolled in classes (3 hours, 6 hours, 9 hours, 12 hours, or 15 hours per term), and the timing of course pre-requisites.

If you are advertising your program as one year or two years, a student going full-time 15-16 hours per term should be able to get all of the classes needed to complete the program in the advertised time. This means that all required classes in a one year or two year (except the first year of operation) program should be offered at least one term per year, every year. First and second year required classes in a four year program should also be offered at least one term per year, every year. No more than 1-2 elective classes should be offered each term, depending on how many electives are required to complete the program. These can rotate over a two or three year period. Student demand for particular elective classes may also influence which elective courses are offered and how often individual electives are offered.

When a school is first starting up, the full–rotation of classes probably shouldn’t be offered the first year, unless you have an exceptionally large start-up class. Even so, only first-year classes should be offered the first year. The second year and each year thereafter, all required first and second year classes should be offered. If students have not taken the pre-requisite yet, then the pre-requisite needs to be offered before the follow-on course is offered.
All that has been said about rotation so far assumes a best-of-all-possible-worlds, in which every student is enrolled full-time 15-16 hours per term and will complete your program in the advertised amount of time. The reality is that in most institutes the majority of students are only enrolled in classes part-time. This means that the majority of students will probably take 18 months to two years to complete a one-year program, 3-4 years to complete a two-year program.

This means that a certain amount of educated guessing will be involved in setting up the course rotation. One way to increase your effectiveness in setting up the course rotation is to ask students on your application for admission to anticipate how many hours they plan to enroll in each semester. You can also ask students to pre-register for classes one month before the end of the prior term. This will help determine how many classes really need to be offered each term. After a year or two of operation, you will begin to notice patterns of enrollment that will also help you adjust your course rotation.

In early years of operation, as students approach graduation, you may need to check at the beginning of the year to see what courses the anticipated graduates will need that year to complete their program. In the first years of your school, you may have to make the sacrifice of having a few very small classes or directed studies in order for your first graduates to complete their program.

Some times you will have to cancel a class and offer it during a later term, because no students or too few students are ready or interested in taking that course in a particular semester or you are offering more classes than there are students to take them.

The final factor affecting course rotation is the availability of qualified course instructors for specific classes. If there is no instructor available for a course during the term it comes up in the course rotation, it should be swapped with a course from the next term for which there is an available instructor. Then you can offer the course in the next term, and find a new instructor if the original instructor is still not available.

The best way to plot out a course rotation is on a spreadsheet that lists all of the terms for the next three to five years and all of the courses that need to be offered each year for the next three to five years. This should be updated yearly, so that students and their academic advisors can use the rotation chart to plan which courses they will take each semester in order to graduate in the time frame that they desire to graduate. A sample course rotation chart is located on Handbook pages 4.120-22.

**Selecting and Ordering Textbooks**

Textbooks used for each institute course should be appropriate for college-level instruction. Caution should be exercised to be certain that textbooks are not written at a graduate level, if they will be used in undergraduate courses.

The textbooks and materials must be capable of being used to formulate examination materials during the course. They should be listed in the course outline by author, title, volume number, publisher, and publication date.

For a book to be consider college-level, the following criteria must be met:

- The author must be a recognized authority (in terms of education and experience) in the field in which he or she has written.
- The author must use standard college research and documentation methods in his or her book.
The book must cover the topic of instruction with sufficient breadth and depth to support a college-level class.

Total reading assignments for a three-credit class should range from 500-700 pages per course. Reading assignments should roughly follow the following standard: 68-90 hours of homework should be assigned for a three credit course by allotting two hours per required page for a research paper (1 hour of research, 1 hour of writing per page) or 1.5 hours per page when pre-writing preparation is needed or 1 hour per page for personal opinion/book reports; and 3 hours of study time for each test for each 10% of final grade represented by the test; the rest of the homework hours should be in the form of required reading allotted at the rate of 25–30 pages per hour for a standard text; 15–20 pages per hour for college-level textbooks; 10–15 pages per hour of highly technical reading, and 20 pages per hour for Bible Reading.

The student should expect to complete correlated reading assignments from the textbooks and materials used in teaching the course.

The students should expect to read the assigned portions of reading material prior to each class session.

Information drawn from the readings should be included as a significant part of the examinations given in the course.

Students should be made to understand that textbooks will be a significant expense each semester and should plan to spend between $200-400 per term on books or $50-120 per course.

To keep the cost of books down, institutes may want to consider a bulk purchasing agreement with Amazon or Books-a-Million or other discount book dealer with a good returns policy.

Keep an eye out for inventory reduction sales and other deeply discounted sales at Christianbook.com/Christian Book Distributors for amazing discounts on some textbooks.

Institutes might also consider buying back used books for resale at discounted prices to students the next time the course is offered, or setting up a used book bulletin board for students to resell their used books to other students.

For those students who can’t afford to purchase their own books every term, or for students who lose their textbooks, the school should consider purchasing 2-5 copies of each textbook to put in the Institute library, with a couple of the copies on-reserve “for library use only” during the term that the textbook is in use.
Preparing the Faculty for the New Term

Faculty Meetings
Faculty meeting should be held about 1-2 weeks before the new term starts. Have instructors turn in their syllabi for the upcoming semester when they turn in grades for the previous term. First-time instructors should turn in their syllabi to the office three weeks before the start of the term. That way the Director can have time to review the quality and format of the syllabi and give suggestions by faculty meeting time for any corrections or improvements that need to be made before the course starts. A snack/light meal before the meeting can provide an opportunity for faculty to get to know each other better. Always remind the faculty about keeping attendance, reporting stowaways (unregistered students or students not yet on the class roster who show up) and no-shows (registered students who are not in attendance the first class), grade inflation, writing style workshops or writing labs, course selections for the following term, graduation, keys and alarm codes. Faculty development should be a portion of each faculty meeting, focusing on some area of skill development that will help them grow as instructors. See page 6:5-6 of the Handbook for more on faculty development ideas.

Instructional support services that should be provided by staff to faculty
The office staff should provide duplication and collating services for all instructors. Each classroom should be equipped with either a 32" TV or a multimedia projector with DVD/VCR, a 4'x8' whiteboard with markers and eraser and whiteboard cleaner. A laptop should be available for PowerPoint presentations. A CD player should be available for classroom use if needed. Speech and preaching classes should be equipped with a video camera for recording student presentations for personal review and feedback. The school may decide to video-record all classes for the sake of students who are absent from class, or for developing distance education.

Computers should be provided in the library for faculty and student use for online research, writing, and PowerPoint preparation. Listening and viewing stations should be available for audio and video materials used to supplement instruction. The library should provide a reserved books section for any supplemental reading material requested by the faculty for their classes. The library should intentionally build a collection of videos and CDs that support or supplement classroom instruction.

It is very helpful if the school can offer a one-day three-hour seminar on term-paper style and formatting for students unfamiliar with the school’s designated style manual (MLA, APA, SBL, Chicago). It may also be helpful to have a writing lab available a few hours each week, where instructors can send students who need additional assistance with the mechanics of good writing.

New Faculty Employment Packet Contents
Invitation to Faculty Meeting
Overview of the Semester
Faculty File Checklist
Academic Calendar
Instructions RE: Reading Handbook
Syllabus Instructions
Faculty Application Instruction Sheet
School Statement of Faith
Attendance Sheet and Grade Sheet
Final Grade Sheet Sample
Unsatisfactory Progress Report
Instruction sheet about Enrollment/Attendance/Grades/Drops/Incompletes/unsatisfactory progress
Letter from Academic Dean with Packet
List of Faculty with Info
Faculty Information Sheet
Current Schedule of Courses
Faculty Handbook
Syllabus Master
Faculty Application
Faculty Info Update
Add/Drop Form
Incomplete Grade Forms
Academic Catalog

Institute Start-Up Manual page 66
Choosing an Official School Form and Style Manual
At the very first faculty meeting, the Institute Director and the faculty of the school should vote to decide which manual of form and style will be used for all writing assignments at the school—APA (American Psychological Association—used mostly in Business and Social Sciences), MLA (Modern Language Association—used mostly in the Humanities), Chicago (a.k.a. Turabian—very formal, old-style documentation), or SBL (Society of Biblical Literature—used in scholarly theological periodicals). Most schools will want to choose MLA, since it is the most widely used style manual in American Colleges and the most simple to use. Once a style manual has been chosen for the school, copies of the manual should be provided to all faculty and should be placed in the library. A simple style sheet should be provided to students for use in term projects. Any writing classes should include instruction on how to properly use the school’s chosen form and style manual. A brief 3-hour form and style workshop can be used to help students learn how to use the correct form and style.

Faculty and Institute Resources Available from Life Pacific College
Life Pacific College views Church-based institutes as partners in the education and training of Foursquare ministers. The college is committed to supporting institutes by providing numerous services including consultation on academic and instructional matters, curriculum, and transfer of credit toward a B.A. degree with LPC.

Institute Website
Life Pacific College has created a website to inform institutes about available resources at www.lifepacific.edu/institute. This site describes the services listed below and provides order forms for various resources.

Consultation
LIFE professors and support staff are available to assist institute leaders and instructors with educational consultation, suggested approaches to various courses, help with determining academic policy, records retention, etc.

Independent Study Courses
Institutes can use LIFE’s independent study courses to offer college-credit from LIFE to their students. This can also serve as an easy way to establish an institute with prepackaged curriculum, allowing the college to handle much of the administrative burden.

- Award winning courses developed by LIFE faculty (LPC courses have won the ACCESS Course of the Year award sponsored by Christianity Today).
- LIFE handles grading and student records
- Students receive college-credit from Life Pacific College
- Tuition is $120 per unit
Institute Study Manuals
Institute Study Manuals are modified versions of the independent study course materials. Institutes may purchase the manuals and recommended textbooks at a low cost ($35, plus textbooks) and use the material in their institutes however they see fit. The manuals include the elements of the course outlines mentioned above, plus:

- Study guides for selected textbooks
- Suggested learning activities

Note: Institutes can use Independent Study Courses and Institute Study Manuals side-by-side in the same classroom.

Library Resources
LIFE’s library often has extra volumes of books because of donations. Institutes can inquire about the availability of books to help supplement build their own libraries. LIFE will send up to 100 volumes to institutes upon request and payment of shipping costs.

Favorable Transfer Policies towards a B.A. Degree
Institute students who want to transfer to Life Pacific College’s on campus or online degree programs can receive credit for some of their institute courses. The primary requirements for transfer of courses to LIFE are

- courses must be taught by a qualified professor (minimum B.A. in the field)
- when courses are transferred course-for-course, 2/3 course content must match
- 12 ½ hours of seat time and 1 ½ hours of outside of class work for every hour in class are required for each semester unit

Articulation Agreements
Formal Institutes can pursue articulation agreements with Life Pacific. The agreement allows institutes to tell their students that some courses will transfer to LIFE and to advertise the relationship.
BA in Ministry & Leadership
Institute graduates may qualify for Life Pacific College’s Bachelor of Arts in Ministry & Leadership degree completion program which can be taken completely online. Students can earn a Bachelor of Arts in Ministry & Leadership in 18 months after transferring 75 units into the program. The 75 units can come from a combination of previous college work, institute work, and non-formal learning through life experience. Upon enrollment, students join a group of colleagues and work through fifteen five-week courses focusing on one subject at a time. LIFE created this program to meet the educational needs of busy adults while affirming their commitment to family, ministry, and vocation.

ABHE Affiliation
The Association for Biblical Higher Education offers an affiliate status for institutions that are not planning on or are not yet ready to pursue accreditation. The application process includes a letter of reference from an administrator/faculty member of an ABHE member institution. LIFE would be happy to provide this reference for qualified Foursquare institutes. The benefits of being an ABHE affiliate include:

- Inclusion on Association web page and in the Association Directory
- Copies of the Association Newsletter
- Access to selected reports, briefs, survey results, and comparative data
- Updates on government, legal and cultural issues that impact faith-based education
- Invitations to Association-sponsored leadership development programs
- Access to the consultative services of the ABHE professional staff
- Opportunities to observe the process and potentially work toward accreditation in the future

Institute Course Bank
The Institute Course Bank is an online site established by Life Pacific College for the purpose of sharing ideas and practices on how to teach various courses common to most institutes. The vision is for institute administrators and instructors, as well as LPC faculty, to share ideas on how to teach various courses most effectively. The Course Bank is accessible through any internet connection with a password provided by LPC. Institute administrators and instructors can access a wealth of resources including:

- Course outlines providing possible course objectives and approaches
- A bibliography of resources for the topic
- Course materials, lecture outlines, learning activities, PowerPoints, grading rubrics, etc.

To access the site, go to [http://online.lifepacific.edu](http://online.lifepacific.edu) and enter the first letter of your first name and your last name as both your username and password (John Smith = jsmith). This will take you to your personal homepage in the college’s Blackboard system. On the right side, under “My Courses”, you will see a course link titled “Institute Course Bank.” Click on that link and it will take you to the institute repository.

If you are a new director and have any trouble accessing the system, or would like to add others at your institutes to the site, or would like to contribute resources, please contact Brian Tomhave or the department of distance learning at Life Pacific College at 877.851.0900 or [distance@lifepacific.edu](mailto:distance@lifepacific.edu) for a user name and a password.
Institute Course Bank

- Vision – A collection of best practices concerning recommended subjects drawn from many contributors.
- Built after the Open CourseWare model of MIT [http://ocw.mit.edu](http://ocw.mit.edu)
- Expanding access to information and inspiring others to participate.

Institute Course Bank

- Providing a place for institute instructors and administrators to access resources and share ideas with one another.
- A wealth of resources available, including: course outlines, course materials, lecture outlines, sample assignments, PowerPoints, grading rubrics, etc.
- Accessible through any internet connection with a password provided by LPC.
Bringing in the Students

Launching Your New Institute: Informational Meetings, Vision Casting, and Public Relations

The biggest challenge facing any new institute is getting the word out that you are starting up or are now in operation. Therefore getting the word out has to be where a significant part of your time and money is invested when you are starting up.

First impressions are hard to overcome, so you really want to make an excellent first impression. In education, if people do not perceive excellence, they will not buy in. No one wants a second rate educational experience. So put your best foot forward with all the excellence and class you can afford.

This means you need to prepare professional looking promotional materials before you have your first public informational meeting. Whatever brochures or informational materials you publish, need to be crisp, clear, concise and grammatically correct (it is education after all). This will make a great first impression and make it easier for first adopters to buy in to the program even before it starts. The graphics need to be professional quality, if possible, simple, crisp, clean, and clear. If you have a large sponsoring church, there may be someone on staff who is a graphic artist or a member of the church who is willing to donate their services to the school for a tax receipt. The key things you will want to communicate in the first published material are your mission, vision for the school, the target training group, and the basic structure of the program. Keep it simple!

The first piece of published material you may want to produce is a half-sheet bulletin insert that can go out to all the adults in your sponsoring churches and other area Foursquare churches. On one side of the half sheet print the mission, vision for the school, the target training group, and the basic structure of the program and the schedule of the first courses that will be offered. On the other side should be an invitation with RSVP to the first public information meeting about the school. This should be scheduled about three months before classes begin, in order for people to have time to apply for the program, but not so early that they lose their passion. The bulletin insert should be accompanied by a verbal announcement and invitation given by the SENIOR PASTOR of each church. It is absolutely critical that you have the Sr. Pastor sell the program, in order to get buy-in from the congregation. If he is not perceived as being 100% behind the program, people will stand back.

The informational meeting should be by open invitation, but with courtesy RSVP so you can be sure to have enough materials for everyone. Make it clear that the vision meeting is for prospective students and their families as well as any members and leaders of the church who are interested in investing in future leaders. The meeting should be hosted by the Senior Pastor of the Sponsoring church and the Director of the Institute. When people RSVP by e-mail or phone, get their full name, address, e-mail address and phone numbers for further contact.

On the day of the meeting, make sure everyone is greeted at the door and signs in with all their contact information. You should provide the people with preprinted nametags, handouts about the program, application forms, and a pen, neatly arranged in a folder with their name on it. Be sure to prepare extras for people who did not RSVP. Provide light appetizers and desserts to create an atmosphere where people will talk to each other. The Senior pastor should take time to cast vision about the school, why it is important in the long range growth and church multiplication plans of the church, how it will be providing locally trained leadership for local churches, the value of contextual learning for ministry, and
the importance of investing in emerging leaders for the ongoing health of the church. The Director should then talk about the specifics of the program, start dates, the admission process and application deadlines, program costs, programs offered, the schedule of first courses to be offered. There should then be a time for questions and answers as a large group then questions and answers one on one over dessert. Try to keep the whole meeting including dessert time to less than 90 minutes and the formal part of the meeting to about an hour.

Follow up after the meeting by sending packets out by mail to those on the RSVP list who were unable to attend. Send follow up letters a few days after the meeting to all who attended thanking them for coming, asking them if they have any more questions after they have had time to review the printed materials, and telling them you look forward to them enrolling in the Institute with a reminder of the application deadline. Two weeks before the application deadline, make follow-up phone calls to any attendees and non-attendees who have not sent in application packets yet.

Two weeks before the application deadline, make a major PR push again in the area churches with verbal announcements, or if possible, a 60 second video announcement about the school stressing the deadline for application. A table with application packets and PR materials about the institute should be available after the service in each church, preferably with someone from the institute at the table to answer any questions.

Take advantage of any media exposure you can get by asking for a free public service announcement on local Christian radio and TV. Again, keep it short and concise and well written. Let them know that applications for admission are being taken for the school’s first term of operation that begins on such and such a date. Give a sampling of what course titles will be offered. Also ask any local Christian bookstores if you can put an acrylic display with the bulletin inserts in it advertising the vision-casting meeting at their cash register.

**Recruiting Students**

**Ways to Promote a Bible Institute or Church-Based Bible College**

0. Develop a prayer team who will pray for your recruitment efforts and that God will send the right students to your Institute.

1. Design an Institute logo that can be used on **all** promotional materials and stationery so that it becomes readily recognized as the school logo.

2. Design a bulletin insert with general information on one side and course scheduling information on the other side that can be used in cooperating churches. Also develop quality brochures and an Institute catalog. Make sure your materials look professional so people take the school seriously. Utilize marketing and graphics people within the church or community to do it correctly.

3. Obtain mailing lists of High School and College Students and adults interested in ministry from cooperating churches and mail a brochure to each prospective student. Follow up all mail-outs and inquiries with a personal phone call. Follow up all inquiries with a written letter and additional information, such as brochures, catalog or application packet.

4. Prepare a press release to be sent to local newspapers, which includes a photo of the institute director/college Dean or board, or better yet, photos of the school in operation.

5. Send a public service announcement (PSA) to Christian radio and television stations. Include Institute personnel that are available for interviews.
6. Follow up each promotional appointment with a letter, reemphasizing important aspects of Bible Institute Ministry.

7. Ask for promotional time in church services in all cooperating churches where you can make a brief announcement about the Institute, distribute literature, and answer questions from interested parties. Set up an exhibit table after the service with more detailed program information and application materials and someone prepared to talk with interested prospective students.

8. Design and post attractive posters in sponsoring churches that give important information about the Institute.

9. Go to adult Sunday school classes and youth and young adults groups to announce the institute/college schedule focusing on courses that will most appeal to each group.

10. Use bulletin boards and websites in cooperating churches to promote the Institute. Use lots of photos of the school in action.

11. Offer a husband and wife discount, when two members of the same family attend the institute/college at the same time.

12. Do an e-mail blast about the institute to members of sponsoring churches from their e-mail databases. Again be sure to include photos.

13. Develop a promotional CDROM with a copy of the catalog, brochures, application, photos and QuickTime video clip about the Institute.

14. Develop an Institute website to both promote the Institute as well as serve the communication and resource needs of the Institute. Be sure to include lots of photos and even video clips, if possible.

**Representing the Institute**

Institute and Bible college students, staff, and faculty, should be aware that they represent the Institute out in the community and in their churches every day, wherever they go. Therefore, they should always dress and conduct themselves in a manner that is befitting professional ministers, and most of all, followers of Christ. They are the foundation of the school reputation in the local community, especially in the local churches. They should be encouraged to build that reputation strong.

Students or faculty who are sent out as official representatives of the Institute, either as recruiters, guest speakers or ministers, or members of school ensembles, should wear school logo apparel where appropriate, and conduct themselves with utmost respectability, sincerity, humility, and a heart to serve others. They are the best representatives and recruiters that a school has. Everything they do and say reflects back on the school. Please encourage them to represent the school and Jesus Christ well!
**Have I been called? Who . . . ME?!! What? When? Where? Why? How?**

As you take time to seek God and your call to ministry, know that that the desire of His heart is that you would know that He loves you. He has called you. He has called you to come near to Him.

*Come near to God and he will come near to you.* James 4:8 (All scripture quotations are taken from the NIV translation.)

“Come, follow me,” Jesus said, “and I will make you fishers of men.” *Matthew 4:19*

How clear. How precise. Has God called me, too? How do I know? How do I decide?

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will. *Romans 12:2*

**The call to ministry is a call to know God.**

“Be still, and know that I am God; I will be exalted among the nations, I will be exalted in the earth.” *Psalm 46:10*

Whatever was to my profit I now consider loss for the sake of Christ. What is more, I consider everything a loss compared to the surpassing greatness of knowing Christ Jesus my Lord, for whose sake I have lost all things. I consider them rubbish, that I may gain Christ and be found in him, not having a righteousness of my own that comes from the law, but that which is through faith in Christ—the righteousness that comes from God and is by faith. I want to know Christ and the power of his resurrection and the fellowship of sharing in his sufferings, becoming like him in his death, and so, somehow, to attain to the resurrection from the dead. Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me. Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead. I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus. *Philippians 3:7-14*

**The call to ministry is a call to love.**

Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind.; and, ‘Love your neighbor as yourself.’ *Luke 10:27*

**The call to ministry is a call to grow.**

It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God’s people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. *Ephesians 4:11-13*

**The call to ministry is a call to serve.**

If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make your joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death—even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father. *Philippians 2:1-11*

**The call to ministry is a call to obedience.**

“If you love me, you will obey what I command. And I will ask the Father, and he will give you another Counselor to be with you forever — the Spirit of truth. The world cannot accept him, because it neither sees him nor knows him. But you know him, for he lives with you and will be in you. I will not leave you as orphans; I will come to you. Before long, the world will not see me anymore, but you will see me. Because I live, you also will live. On that day you will realize that I am in my Father, and you are in me, and I am in you. Whoever has my commands and obeys them, he is the one who loves me. He who loves me will be loved by my Father, and I too will love him and show myself to him.” *John 14:16-21*

Wait for the Lord; be strong and take heart and wait for the Lord. *Psalm 27:14*

He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God. *Micah 6:8*
Then Jesus came to them and said, “All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:18-20

The call to ministry is a call to be equipped.
Therefore, prepare your minds for action; be self-controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed. 1 Peter 1:13

And David shepherded them with integrity of heart; with skillful hands he led them. Psalm 78:72

Do you see a man skilled in his work? He will serve before kings; he will not serve before obscure men. Proverbs 22:29

The call to ministry is a call to excellence.
Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth. 2 Timothy 2:15

The call to ministry is a call to prayer.
Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. Philippians 4:6-7

The call to ministry is a call to faithful stewardship.
Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms. If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen. 1 Peter 4:10-11

We have different gifts, according to the grace given us. If a man’s gift is prophesying, let him use it in proportion to his faith. If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully. Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves. Romans 12:6-10

The call to ministry is a partnership with the Holy Spirit.
“No not by might nor by power, but by my Spirit,” says the Lord Almighty. Zechariah 4:6

You will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth. Acts 1:8

I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge—that you may be filled to the measure of all the fullness of God. Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, for ever and ever! Amen. Ephesians 3:16-21

The call to ministry is best discovered in the embrace of Christian fellowship.
If you hear the voice of Jesus calling you, allow your pastor, your brothers and sisters in Christ, and the Holy Spirit to minister to you.

How do I know? How do I decide?
Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is — his good, pleasing and perfect will. Romans 12:2

Listen for His voice. He will be faithful to show you His good, pleasing and perfect will.
Then your only decision is will you say, “Yes.”

You did not choose me, but I chose you and appointed you to go and bear fruit — fruit that will last.
Then the Father will give you whatever you ask in my name. John 15:16

At once they left their nets and followed him. Matthew 4:20

Answer His call . . . say, “YES!” . . . and then call us.
New Student Application Process
Because an application should reflect the mission and purpose of an institution, each institute should
develop its own application form. Although much of the information required will be general, other
information should be designed to make sure that the students enrolling are students who will be served
well by the Institute. For example, people who have been saved only a brief time or have not been called
to ministry would probably not be served well by most institutes. An application should require
information, which fits into the following categories:

- Personal--This will include questions relating to name, birth date, address, Social Security
  number, verification of citizenship, marital status, first term they plan to enroll at the
  institute, full-time or part-time enrollment (and how many hours they plan to enroll in each
  semester if part time), financial ability, overall health and fitness, etc.
- Spiritual--This should include questions relating to conversion, baptism, recent spiritual
growth, Christian lifestyle, personal spiritual disciplines, call to ministry, why they want to
  attend your institute, etc.
- Educational--This should include questions relating to high school completion and previous
  college or institute work, any previous suspensions or expulsions from college, which
  institute program or major they plan to enter, etc.

Many institutes/colleges require a pastor's reference and at least one Christian friend's reference. This is
especially important when the institute admits students from outside the local or sponsoring
congregation. The questions on these reference forms should relate to spiritual and emotional maturity,
character qualities and lifestyle, and potential for being effective in Christian service. It also may be
helpful to have a reference from a previous teacher or current employer. Samples of application and

After the application has been clearly defined, it can be distributed along with promotional materials for
the institute such as brochures, posters, and catalogs. A calendar of deadlines for application forms
should be included with each application packet.

In addition to developing an application, institutes should develop a list of standards and the process that
will be used to determine if applicants are qualified for acceptance into the institute's/college’s
program and have a reasonable expectation that they will successfully complete the program. It may
be very helpful to include an interview as the final part of the application approval process.
The standards might include the following:
The applicant has a high school diploma or its equivalent (GED) and at least a 2.0 GPA in High
School or previous college work.
The applicant has a clear sense of a call to vocational ministry, even if the details aren’t all clear yet.
The applicant has lived a consistent Christian life free of major lifestyle sins for at least one year.
The applicant has overall positive references from his/her pastor and a Christian friend. (Any
negative remarks may need to be followed up with a phone call to the reference and/or an
interview with the student.)
The student has adequate physical and emotional health to succeed in the program.
The student has sufficient financial resources to complete the program.
Sample Acceptance Criteria

Evaluation of the application particularly centers in the following four areas:

(1) Spiritual Health and Maturity
Applicants must give evidence of an established commitment to the Lord and growing Christian character. It is expected that a person has lived apart from lifestyle sins for a full year preceding the semester in which he or she wishes to enroll. The student’s life should give evidence of a vital and growing daily walk with God and a growing conformity with the character of Christ.

The reference forms, the spiritual autobiography, and the admissions interview, are used to assess the prospective student’s character and commitment. An established pattern of upright living and a vital personal relationship with Christ is essential for a student to be an active and contributing participant in Christian community.

(2) Academic
Applicants should have sufficient educational background to enable them to perform at the college level. The student must be a high school graduate or have successfully completed the GED. Continuance in all programs beyond the first two semesters requires the maintenance of a cumulative grade point average of 2.0 (C) or higher. Students who have experienced academic probation or dismissal at a previous institution of higher education or have a history of marginal academic performance may be subject to probationary admission to ____________ Institute. Students admitted under probationary admission must enroll in the non-credit class in Basic Writing and Study Skills.

Students admitted under probationary status must achieve a 2.0 cumulative grade point average during the first semester in order for probationary status to be removed. Students admitted under probationary status and who fail to achieve a 2.0 cumulative grade point average during the first semester of study at ____________ Institute but have shown significant progress over the course of the semester and have put forth significant effort to improve their study skills and habits will be allowed to continue on probation for a second semester. Students who fail to achieve a 2.0 cumulative grade point average during the first semester of study at ____________ Institute and have shown no significant progress during the semester and have not made a significant effort to improve their study skills and habits will be denied admission to ____________ Institute. Students will not be allowed to continue on probationary admission for longer than two semesters (or 24 semester hours, whichever is greater).

In view of the objective of ____________ Institute, a student’s proficiency in English is an important factor in the admissions process. Students whose primary language is not English must submit a Test of English as a Foreign Language (TOEFL or equivalent examination of ESL) score of 500 or greater to be accepted into ____________ Institute. All students must take the English Proficiency Test and Writing Sample (found on the Resource CD) during orientation to determine if they need remedial work in English prior to taking English Composition.

(3) Financial Ability
Applicants will be evaluated with regard to their financial resources and income and current
responsibilities and their ability to meet the financial demands of continued enrollment through degree completion, taking into account financial aid and student employment.

(4) Physical and Emotional Health
Completing a college program demands stamina, self-discipline, and maturity. Health is an important factor in being able to maintain attendance, earn satisfactory grades, pursue employment, and make other adjustments. Students who are emotionally unstable or ill will be encouraged to pursue emotional and spiritual healing before taking on the added stress and spiritual warfare involved in the process of ministry training. Students with chronic or serious physical illness will be guided to limit course loads appropriately so that they do not seriously endanger their health and well-being.

Probationary or Conditional Admission
If a student meets all normal admission standards, except in one particular area, the school may admit the student on probationary or conditional admission. This probationary status should be clearly stated on the letter of admission as well as what conditions must be satisfied to be granted full admission to the school. If a student has a minor academic deficiency, but has given reason to believe that he can succeed in college level work, the student should be admitted on academic probation and required to take a non-credit study skills course and earn a 2.0 GPA in all other courses during the first term of classes to be admitted to full admission status. If a student has not lived apart from lifestyle sins for a full year preceding the semester in which he or she wishes to enroll, but has very strong references and a strong admission interview, the student may be admitted under behavioral probation and required to meet weekly with a mentor and continue to refrain from all lifestyle sins for a full semester before being granted full admission to the school. Full admission status is required in order to graduate from the institute or college. If a student fails to meet the conditions for regular admission, it will result in disenrollment from the school and a forfeiture of admission status. The student will only be allowed to reapply for admission once the previously stated conditions for admission have been fully met.

New Student Orientation: Getting the Students Off to a Great Start
A one to two-day orientation should be scheduled for all incoming students prior to the beginning of each semester. All new students are required to attend. The purpose of these sessions is to acquaint the student with major aspects of the Institute program, as well as school policies and procedures. Assessments should be taken in Bible (to document how much Bible knowledge the student came in with, so that you can evaluate institutional effectiveness with a similar exam given at graduation showing the progress the student has made), Reading (to ensure they have sufficient reading skills to complete college level work and to place the student in a mandatory remedial reading course if the need is evident), and Writing Skills (to ensure they have sufficient writing skills to complete college level work and to assess if placement of the student in a mandatory remedial writing and study skills course is necessary). Guidance should be given regarding course selection and degree programs. The student’s first registration for classes is completed during orientation, including payment of all applicable fees.

The most important ingredients of new student orientation are a number of community building activities designed to: welcome the new students into the institute or college family; build class identity; begin to establish friendships between the new students and existing students; deepen incoming students’ walk with God; get students off to a good start in their spiritual walks at the beginning of their studies; and begin developing the student’s ability to minister to one another as fellow students.
Sample Schedule for New Student Orientation

DAY ONE
8:30 am ................................................................. Breakfast
9:00 ................................................................. Welcome, Introduce Staff and full-time Faculty, Prayer
9:10 ................................................................. Getting to Know You Exercise
9:40 ................................................................. Praise and Worship
10:00 ................................................................. Introduction to Devotions and Journaling
11:00 ................................................................. Sharing of Journal Entries
11:10 ................................................................. Break (Snacks)
11:20 ................................................................. Nelson-Denny Reading Test and Writing Sample
12:45 pm ......................................................... Prayer and Lunch
1:20 ................................................................. Bible Proficiency Test
2:10 ................................................................. Introduce Student Mentoring Program
2:30 ................................................................. Break
2:40 ................................................................. Academic Program
3:00 ................................................................. Introduction to Registration Paperwork and Book Sales
3:30 ................................................................. Registration
................................................................. Music Auditions
4:00 ................................................................. Intro to Student Life and Community
4:15 ................................................................. Building Tour Led by Orientation Shepherds
4:45 ................................................................. Overview for Tuesday and Prayer
4:50 ................................................................. Close Registration for the Day
5:00 ................................................................. Welcome Barbecue for New Students

DAY TWO
8:30 am ................................................................. Breakfast
8:50 ................................................................. Welcome, Overview for Today, and Prayer
8:55 ................................................................. Worship
9:10 ................................................................. Devotions and Sharing
10:00 ................................................................. Break (Snacks)
10:10 ................................................................. Presentation on Study Skills for Success*
10:25 ................................................................. Review of Academic Policies
10:40 ................................................................. Bible Proficiency Test ABHE
11:30 ................................................................. Library Tour and Orientation
11:50 ................................................................. Freshman Class Picture-taking
12:00 pm ................................................................. Church Staff Welcome
12:10 ................................................................. Prayer and Lunch
During Lunch ........................................................ Registration and Book Sales
1:00 ................................................................. "Welcome to the Area" Tour and Orientation for Out-of-Town Students
5:00 ................................................................. Special Local Cuisine Dinner

* (see handout below)
Study Tips for Success!

For many students at institutes, the last time they studied regularly was more than a decade or two in their past. Among younger students, some who choose to attend a Bible Institute may not have been stellar students in high school. In either case, it is often a good idea to invest some time during orientation reviewing with students how to study effectively and successfully. The following are a list of study tips that are well tested:

• Study Environment: Quiet, cool or breezy, free of distractions and noise. Comfortable, but not overly relaxing.

• Study Time: Whenever you are freshest and most alert. Not when you are tired, drowsy, distracted, or likely to be interrupted.

• Write study times in your appointment calendar and on your heart.
  o You'll be better able to resist the temptation when your friends ask you to go play.
  o You'll thank yourself at the end of the semester.

• Regular (daily) and concentrated shorter lengths of time (1-2 hours) are more effective for study than large chunks once a week before class.

• Take study notes in class.
  o Use abbreviations and theological shorthand.
  o Use outline form.
  o Don't try to write down everything--just the key words, people, events, concepts, and enough info to clarify what they means so you can understand them.
  o Copy over your notes or type them into your computer when you get home and organize them in a way that it makes sense to you.
  o Highlight key words and phrases--be sure you know what they mean.

• A good dictionary is your friend. Look up any key words that you are not familiar with.

• Take reading notes.
  o Read interactively. Ask questions of the text.
  o Read daily (not all at once) so you can digest it.
  o Highlight key words, people, events, and concepts.
  o Don't be afraid to ask your instructor about things you read.

• How to highlight:
  o Be intentional and hierarchical. Use different colors and symbols.
  o Identify catchwords and phrases to cue you when reviewing for exams.

• Start studying for tests early.
  o Review daily. Don't cram at the last minute.
  o Get a good night's sleep before exams.

• Group study:
  o Good for making sure you have all the bases covered.
  o Good for quizzing one another.
  o Be careful it doesn't degenerate into a social gathering.
• Works best for individuals who are verbal processors. Those who process best internally should avoid group study as it will be distracting and counterproductive.

• Term papers and projects:
  o Start early.
  o Research thoroughly. Be cautious on internet research to be sure it is a legitimate authority you are citing. Use original/primary sources if available.
  o Start with an outline and organize your ideas.
  o Start writing early so you can rewrite and refine.
  o Use spell check and grammar check properly.
  o Be sure to use your school’s chosen style manual.
  o Submit an early draft for pre-evaluation and feedback if your instructor allows it.
  o Be sure to document your sources well and completely and using proper form and style.

• Pray before, during, and after your study time.
  o Don't wait until midterms and then pray for God's mercy when you just crammed last night.

Academic Advising
One of the most important functions of the Institute staff and core faculty is the process of academic advising. In most two-year programs, the Institute Director or school registrar will perform this function. During academic advising sessions, the student will meet with the advisor to go over planned coursework for the coming semester. The task of the advisor is to help the student to stay on track in their program progress. The two essential resources that the advisor will need for this process to be effective are the three-year course projection and the student’s individual academic progress sheet or degree plan.

Three-Year Course Rotation—The best way to plot out a three-year course rotation is on a spreadsheet that lists all of the terms for the next three to five years and all of the courses that need to be offered each year for the next three to five years. This should be updated yearly, so that students and advisors can use the rotation chart to plan which courses they will take each semester in order to graduate in the time frame that they desire to graduate. A more detailed description of how to project which courses need to be offered, is covered in the section on Course Rotation and Scheduling. A sample course rotation chart is located on Handbook pages 4.120-22.

Academic progress sheet or degree plan—This sheet should list all of the courses required for the completion of the course of study offered by the institute or the student’s degree program at a college. It should indicate each course that the student has completed (including the semester the course was taken and the grade that was received), and all those courses in which he/she is currently enrolled; it should also include all classes that have been transferred in from another institution (including the name of the school the credit was transferred from and the grade received for the course). The Director, Academic Advisor, or Registrar should fill out the form and update it each completed term to help the student track progress toward completion of the program. This form will be used in academic advising each term to help the student select the proper courses needed to complete his or her program in the desired amount of time. This form will also be used during the final review to determine if the student is ready to graduate from his or her program. A sample Academic Progress Sheet/Degree Plan is located on Handbook page 4.13.
During an academic advising session, the advisor should review which courses remain to be taken in the student’s program and look at the course rotation to determine when and how often the courses will be offered. The advisor should ask the student when he or she hopes to complete their program and how much of a course load they plan to take in the coming semester. The advisor should do the math to determine if the program can be completed at the target date with the course load that the student is projected to take. The advisor should look at the course projection to see if there are any required courses offered during the current term that will not be offered again before the student hopes to graduate. The advisor should then direct the student to take these courses during the upcoming term or change their graduation date (especially if they do not yet have the pre-requisites to take the course in the upcoming term, though under certain circumstances a student may request a waiver of the prerequisites in order to take the course when it is available). The advisor should then pencil in the courses that the student needs to take for the upcoming term and send them to the Registrar to register for the courses. The advisor should also use the session as an opportunity to update the student information form if any changes to address, e-mail, or phone numbers have occurred. This will keep contact information up-to-date. Also update the medical information form if necessary so that you are prepared with the latest information if there is ever an emergency.

At least once-per-year, the advisor should help the student work through a master plan to project out which courses the student will need to take every semester until graduation to complete the program on schedule. This will of course have to be updated, depending upon the actual availability of the courses in the projected semesters, since there are circumstances that will cause changes in the course rotation, such as unavailability of faculty or insufficient registration for the course.

At the end of each completed term the registrar should update the official degree plan on the computer by adding the courses that have been completed and the grades the student received in each course. Copies of the updated degree plan should be given to the student, placed in the students file, and given to the student’s academic advisor.

**Registering Students for Classes**

All students are expected to register on the dates set aside for this purpose. Some schools designate the four weeks prior to the start of the term as the official registration period. Other schools have students pre-register for classes prior to the end of the previous term and then have a three-day or one week long registration period. Each school should decide which format is best for their particular situation. Before registration is complete, a schedule of classes must be completed, enrollment forms filled out, and all fees paid. Any financial balances from previous semesters must be cleared before registering for the new semester. Continuing students who are unable to finalize registration on these dates should be required to complete late registration no later than the fifth day of regular classes. A late registration fee of $10 per day may be charged up to a maximum of $50. Class attendance should not be permitted until registration is completed, including financial payment. Attendance should be recorded from the first day of class, and absences should be counted for classes missed.

**Visiting Student or Transient Student Status**

A visiting or transient student is a student who is regularly enrolled as a degree student at another educational institution (their school of record) that enrolls in a course for credit at your school, but is not enrolled in a degree program at your school. A visiting student should be required to complete the application for admission. In lieu of references, the student must submit a transcript from their school of record. The application fee is normally waived. A visiting student should only be allowed to take a total of twelve (12) semester hours in visiting student status, unless their school of record specifically requests in writing that they be allowed to complete more coursework and guarantees that it will be
accepted in transfer at their institution, if the course is completed with a passing grade. Courses are recorded on the student’s transcript. The student should complete a transcript request for their transcript of coursework to be sent to their school of record.

Audit Status
Audit status should only be offered if the enrollment allows space for additional students. Audit fees are usually one-third of normal tuition. Audit students are not required to complete exams or other course assignments and should not be assigned a grade or credit for the course. Most music courses, drama, speech, preaching lab, and other courses that are participation intensive should not be allowed to be taken for audit status. No credit is granted for audited classes, but audited courses should be recorded on the student’s transcript and assigned a grade of “Audit.” All normal admission requirements apply.

Community Enrichment (CE) Status
A member of the community enrolled in a course or seminar for personal enrichment that is not required to fulfill the normal credit requirements in that course. No credit is granted and CE courses are not recorded on the student’s official transcript. No academic pre-requisite is required for Community Enrichment status. Only the application form is to be completed, but no admission fee is charged, since there is no official record created for that student.

Schedule Changes
Students should be allowed to add or drop a course from their schedule during the time specified in the academic calendar as Add/Drop Period (usually the first two weeks of a full-length semester). Schedule changes must be approved by the Registrar or Academic Dean, and the instructor(s) concerned. Sample regulations related to adding or dropping a course follow:

Adding a Course
To add a course, a student must obtain a Change of Enrollment Form (sample on Handbook page 4.40) from the Registrar’s office. This form must be signed by the course instructor. If the instructor is not available, the Institute Director or Academic Dean may sign the form. Under no circumstances may a course be added for credit after the end of the second full week of classes during a regular 16-week semester, or the end of the first full week of classes during an 8-week semester. There is no fee to add a course other than the cost of tuition for the course.

Dropping a Course
To drop a course, a student must obtain a Change of Enrollment Form (sample on Handbook page 4.40) from the Registrar’s office. This form must be signed by the course instructor. If the instructor is not available, the Institute Director or Academic Dean may sign the form. There is no charge for courses dropped as a result of changes in official course schedule, the request of the student’s advisor, or during the official registration period.

After the first day of class, a fee of $25 will be charged for each course dropped, which must be paid at the time of withdrawal. Students who drop one course to add a different course during the add-drop period will not be charged the $25 fee. A student may drop a course without record through the end of the add-drop period (the first two weeks of a regular semester).

Students withdrawing between the third and tenth weeks of the semester will receive a non-punitive grade of “W.” For courses dropped between the tenth and twelfth weeks of the semester, the student will receive either “WP,” indicating withdrawal passing (neutral for GPA calculation), or “WF,” indicating withdrawal failing (which counts as an “F” in calculating GPA).
Students withdrawing from courses during the first five weeks of the semester will be refunded a portion of their tuition in accordance with the withdrawal refund schedule listed in the financial policies section of the school catalog. Students who are completely withdrawing from school for the semester must pay any outstanding balance on their account at the time of withdrawal. The withdrawal will not be processed until the balance is paid in full, which may result in the student receiving an “F” in all courses rather than a “W.” Any exceptions to this policy must be requested in writing, including an action plan for paying the outstanding balance, and must be approved by the Academic Dean.

Students may not drop courses or withdraw from Institute after the last day for “WP” and “WF” as indicated in the academic calendar; after that date, students will receive the grade earned for all work completed in the class.

A student is officially dropped from a course only after the Change of Enrollment Form (sample on Handbook page 4.40) has been received and dated in the Registrar’s office. A student who stops attending class and fails to file the Change of Program form may receive a grade of "F" in course affected.

**Academic Load**

A full academic load is considered to be 12-16 semester hours. A semester hour is fifteen weekly sessions of 50 minutes in length (plus one week of final exams) or its equivalent in clock hours of 12 hours and thirty minutes, not including breaks. Thus a three semester hour class will meet for 2.5 hours per week for 15 weeks (plus final exams), not including break times, or 37.5 clock hours. Lab classes will meet for a total of 60 minutes per week plus five hours of fieldwork per week for 15 weeks per semester hour of credit. If a student finds it necessary to carry a load greater than 16 semester hours, the maximum number allowed is determined by the student’s cumulative grade point average. Written approval by the Institute Director is required.

<table>
<thead>
<tr>
<th>Cumulative GPA required to exceed standard load</th>
<th>Semester Hours</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>17-18 semester hours</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>19-20 semester hours</td>
<td>3.00</td>
</tr>
</tbody>
</table>

A student has completed an academic year when 32 semester hours have been successfully completed.

*Identification Cards/Library Cards*

Students should be issued a school identification card and nametag upon registration. Students should be required to wear their nametags whenever they are on campus or in class. This will allow the church receptionists, staff and volunteers, and library workers, to easily recognize them as an Institute student. This will help maintain a higher level of security within the shared facilities.

Student ID bar codes may be used to give the student access to the library, and be used in the book checkout process once the library collection has been bar-coded for checkout. The student ID may also give them access to student discounts at some businesses.

**Payment and Fees**

Students should only be considered officially registered for each semester upon payment of all tuition, fees and books. Payment may be made by cash, personal check, money order, or credit card. Tuition for the semester must be paid in full by the first day of the semester, unless a payment plan has been
established upon registration. There should be a $50 per semester fee for use of the payment plan to cover the costs of administering the payment plan.

Sample Policy on Payment of Tuition and Fees
Institute has implemented the following policy on payment of tuition, fees, and books:
1. All fees and tuition are due and payable on or before the first day of the semester.
2. All books must be paid for in full at the time of purchase. Books will not be charged to the student’s payment plan.
3. If a student requests to pay tuition using a payment plan, a $50 payment plan fee will be charged. The payment plan will be structured as follows:
   • First Payment: Due at registration or NO LATER THAN THE first day of class—all fees and one-third of the total tuition amount.
   • Second Payment: Due four weeks after the first day of class—one-third of the total tuition amount.
   • Third Payment: Due eight weeks after the first day of class—one third of the total tuition amount.

A student who does not complete payment of all tuition and fees in full by the tenth week of classes may be administratively withdrawn from all classes with no refund.

Unpaid Accounts
A student should not be allowed to register for further sessions, receive any diploma, grades, transcript, or letters of recommendation, or participate in graduation ceremonies, until all financial obligations have been satisfied in accordance with the financial policies. This policy should only be overridden in cases of extreme hardship with executive level approval and written provision for future payment.
Operating the School Once Classes Have Begun

Academic Policies and Procedures for Students

Attendance
In order to ensure quality education and classroom interaction, the institute must require both adequate time in class and appropriate homework outside of class (1.5-2 hours of homework for each hour in class—see chart on page 68).

Attendance should be taken in all classes, and attendance records should be kept for each student. This record should include a list of days that the class meets and should indicate that the student is present, absent, tardy or departed early. After each term is completed, each instructor should turn in a copy of the weekly attendance record to the school office so that student attendance can be officially recorded.

Students should be required to attend no less than 80% of the total class instructional time in order to receive credit for a particular course. If a student falls below that level of attendance, they should automatically be withdrawn from the course. It is possible, however, that special mitigating circumstances may exist. Therefore, an Institute should have an appeal policy that addresses situations which affect a student’s attendance and which may beyond his or her control. The Institute Director/College Dean should make the final decision on all exceptions to the attendance policy.

If a student is using VA benefits (Montgomery GI Bill, VA Vocational Rehab) or other outside support to pay for tuition, it is very important that accurate records of weekly attendance are kept, since tuition reimbursement is tied to actual attendance in class. The VA minimum attendance policy is 80% of all class-meeting times to receive reimbursement for the class.

Sample Attendance Policy
Due to the importance of the eternal matters dealt with in an institution such as ____________ Bible Institute, classroom attendance is not left to the discretion of the student. It is understood that a student will be present in class for each class session except for legitimate reasons (e.g. death of a family member, close friend, or ministry team member; personal illness or illness in immediate family; work emergency; military duty; natural disaster; unavailability of childcare; attending a wedding; a vehicular break-down or traffic jam; or prior excused mission trip). Excused absences must be documented in writing with either a medical slip or a written note from the student explaining the circumstances requiring the absence from class. Attendance is recorded from the first day of each semester. Punctual attendance in every class session is required. Tardiness and unexcused absences will be recorded.

When a student’s number of absences exceeds 20% of the total number of class hours, the student may be withdrawn administratively from the class with a “W/F.” This grade is computed as an “F” in the grade point average. Any unexcused absences will result in automatic lowering of the course grade, with the percentage to be determined by the individual course professor. Any assignment or course work missed due to an unexcused absence or tardiness or early departure will not be allowed to be made up.

Students whose attendance is interrupted by an extended military deployment or personal, family or ministry emergency for a period of more than three weeks may request to place their enrollment for the term on extended leave status and special provisions will be made for them to complete the term at the end of their deployment or the conclusion of their emergency. Students will not be placed on extended leave status automatically. It must be requested in writing by the student and approved by the Institute Director.
Emergency Suspension of the Term
In the event of a natural disaster, pandemic, military invasion, terrorist act, or extreme threat of terrorism, the administration of the school reserves the right to suspend all classes until it is determined that it is safe to recommence. Under such circumstances term dates will be adjusted accordingly. In the event of such an extension of term dates, the normal attendance policy will be adjusted to accommodate schedule conflicts caused by the extension of the term. Special provisions will be made for any members of the armed forces, police, fire department, emergency medical response units, or Red Cross who are called upon to continue emergency operations after the term has been recommenced.

Student Evaluation (Testing and Term Projects)
The institute should see that proper means of evaluation are used in all of its courses. Evaluation should reflect the outcome objectives of the specific course.

Periodic examinations should be given throughout a course. The examinations should be difficult enough to reflect the levels of differences among the students in the course and should include material from class lectures and discussions and from assigned reading material. Normally, a minimum of a mid-term examination and a final examination should be included, though in some information-intensive courses student performance may benefit from more frequent exams.

Instructors should be encouraged to rewrite their exams by at least 25% each time the course is offered to discourage students from using an old test to study from. Instructors should also be encouraged to use a balance of objective questions (matching, fill in the blank, lists, multiple choice, true/false) and written subjective questions (short answer, identification/definitions, essays, life-application questions). The reason for this is that some students are better at answering objective questions and others are better at answering written subjective questions. Providing a balance makes the test fairer for all students. Be sure that there are questions that address all of the course learning outcome objectives in the exams given over the course of the term.

If the textbook does not provide a study guide or sample questions for study, instructors should be encouraged to provide a written study guide that helps the students prepare well for the exam. This way, students who may have copies of older exams from former students have no real advantage over those who don’t. A good study guide helps the students to focus on material that the instructor feels is the most important material covered in the class. It may include a few samples of the various types of questions to be used on the exam, especially if it is an unfamiliar type of question like a life application essay question. It should include a list of key terms, dates, events, and individuals from the material covered by the current exam. It may also identify key discussions, lists or presentations that the students will be held accountable for on the exam. See Handbook pages 6.64-71 for a more complete discussion of developing exam study guides.

In some instances, the instructor may choose to use another means of evaluation such as a term research paper, major ministry project, or classroom presentation. Again these should be directly related to evaluation of the stated learning outcome objectives for the course. Classroom presentations are particularly appropriate in skill-oriented courses like preaching or Bible teaching methods. A clear list of expectations for content, form and style, and standards for evaluating the paper, project or oral presentation, should be set forth in writing at the beginning of the term.

All means of evaluation should clearly differentiate the level of learning in the students and demonstrate different levels of learning among them with regard to the stated learning outcome objectives. The
Institute Director should review examinations and projects in the course outlines each term to insure that they are appropriate for college level work.

Note: If all of the students receive an A on an examination, the examination is probably too easy, unless the class is made up of exceptionally gifted and highly motivated students. If the class average on an examination is below 75%, the exam was probably too difficult or the instruction was inadequate on the topics covered. In which case, the instructor should probably review the material in question and give the students another examination or an opportunity to raise their grade on the exam.

A word on test design
Choose 50% test material that everyone in the class should know. The remaining 50% should grow gradually more difficult. At least 10-20% of material on the test should come from reading assignments that were not discussed in class.

Guidelines on Grading Essay Exams, Short-Answer Questions, Term Papers and Other Subjective Items
Written items are graded differently than objective test questions. When grading subjective material, such as essay exams, short-answer questions, term papers and book reviews, start by giving the person 50% of the credit if they did the project or attempted to answer the question, even if it is totally wrong. They get a low F, not a zero. This makes a big difference in grade calculation. Then add points for the positive and correct things they have written, including credit for writing style, flow, grammar and form and style, and thoroughness. For instance, on a brief short-answer question worth a maximum of 5 points, start out by giving the student 2.5 points for making a valiant attempt to answer the question (unless they are being silly or totally talking nonsense just to fill space). For each correct and appropriate statement they make give them .5 points. Thus 3.0 =60% D, 3.5=70% C, 4.0=80% B, 4.5 =90% A-, and 5.0 points =100% A+. For ten point essay questions start at 5.0 points and again give .5 points for each correct and appropriate statement, since 10 point questions should on average be at least 10 sentences long and 5 point questions should be about 5 sentences long.

For more heavily weighted test questions, follow the same principle of starting by giving them half of the points for a valiant attempt to answer the question. Then figure out how many points a D, C, B, A- and A+ answer should be awarded (and all the pluses and minuses in between). It is a bit harder to be systematic in awarding points on larger essays, part of it will be your overall gut feeling of how the essay came through as a whole. But you can break it down to major points that you would like to see covered in an excellent answer and break down the points that way, or you can award so many percent for content, for style, for grammar and form, for overall impact, and for thoroughness.

On research papers and book reviews, part of the intention of the assignment is to develop the student’s writing skills. So it is important that a significant percentage of points (about 20-25% total) be given for correct spelling, correct grammar, proper form and style, and good documentation of sources. The rest of the points should be assigned for content and overall impact.

Grading
A letter grade must be given to each student at the end of each course. Each letter grade, however, must correspond to a numerical grade. The grade should reflect successful completion of the learning outcome objectives for the course as represented in the various evaluative assignments and exams given over the course of the term. Therefore, each instructor must keep consistent, detailed records of each student's performance and progress. These records should be kept even after the close of a particular
teaching period. Individual graded assignments, or progress reports concerning assignments, must be returned to students in a timely fashion in order to maximize their teaching potential. The instructor must keep a record of all grades for all assignments in a grade book or spreadsheet program. This record should be photocopied and signed by the instructor and given to the registrar at the end of the course along with the record of student attendance.

Because grades become part of the permanent records of an Institute, all end-of-term grades should be written in black ink and should be signed by the instructor. The registrar, or the person responsible for maintaining student records, should keep a permanent record of all student grades, even after they have been reported to students. Grade records should be kept permanently and should include the signed grade book sheet for the course, the signed attendance record for the course and the signed grade sheet for the course. Samples of forms are located on Handbook pages 6.75, 6.74, and 6.82.

Individual records of each student’s academic progress term-by-term should be kept in a permanent record and stored in a fire-safe file cabinet or fire-safe safe able to withstand temperatures up to 1800 degrees Fahrenheit for one hour. If an institute closes down, these records should be entrusted to a trustee, usually another Bible college, for permanent access to transcripts and academic records by former students and graduates. Electronic records of student grades, transcripts, degree plans or progress sheets should be backed up weekly and stored off-site. In some states it is a crime to possess confidential materials that could be used to compromise personal identity. So a formal record of who is authorized to store the offsite backup copies should be kept on file at the school and a copy given to the person to keep with the stored records.

**Grading Scales**

Each institute should establish a standard academic scoring system, which reflects scoring used in college-level institutions. Many institutions use one of the following grade scales:

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<th>GRADE POINT SYSTEM</th>
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<td>GRADE INDICATION</td>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
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<td>NC</td>
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</table>

It is mandatory that all instructors at an institute use the same grade scale that has been adopted by the Institute Director and the Faculty for the entire school. In most institute courses, the majority of grades will probably be in the “C” range. That is simply the law of averages. However, the interest level of Bible Institute students, particularly adult learners, may be intense enough that their grades will indicate a higher level of achievement. It is very possible that a majority of grades may be in the “A” and “B”
range in some courses. However, consistently having little diversity in grades may indicate that the teaching level is not appropriate or that the assessment/grading process is not demanding enough for college level work.

**Academic Standing**

**Calculating Grade Point Averages**

Letter grades are converted to grade points in order to calculate each student’s GPA grade point average. In order to calculate a GPA, the grade for each course must be converted into grade points. The grade points are then multiplied by the number of units per course. For example, if a student earns an “A” in a 3-unit course, the grade points for that course would be 12 (using the first scale listed above). If the student also were to earn a “C” in another 3-unit course, the grade points for that course would be 6. The GPA for the term would be equal the total grade points (18) divided by total units attempted (6) which would be 3.0. In order to calculate a cumulative GPA, a record of all grade points earned must be kept. The cumulative GPA would be calculated by dividing the total grade points earned by the total units attempted (not completed, since course receiving a grade of “F” or “W/F” are considered to have been attempted, but not completed). Most institutes and colleges require that students maintain a grade point average (GPA) of at least 2.0 to remain in good academic standing and to graduate.

Students may retake a course in order to improve their GPA, in which case, the grade from the first time the course was taken is changed to “R” or “*” (for Course Retaken) and is not counted in the calculation of the GPA. Only the grade for the second time the course is taken is counted in the GPA, even if it is lower than the first grade. A course that is retaken only counts as hours attempted once. That is, a student who failed a 3-credit course and retook the course and got a “C” will receive 6 grade points divided by 3 hours attempted (not 6 even though the course was attempted twice) for a 2.0 GPA for the course.

**Academic Honors and Recognition**

**Director’s List**

At the conclusion of each grading period, the Institute Director should post an honor roll called the Director’s List. Its purpose is to recognize and encourage scholastic achievement. To qualify, a student must have pursued a study load of at least 12 semester hour units and have earned a semester grade point average of 3.5-3.89. This honor should be posted on the comments section on the student transcript for the term in which it was awarded. A certificate of award should also be given to the student in chapel or a student assembly.

**President’s List**

Students who have pursued a study load of at least 12 semester hour units and have earned a semester grade point average of 3.90-4.0 should be honored with the President’s Honor Roll in recognition of outstanding academic achievement. This honor should be posted on the comments section on the student transcript for the term in which it was awarded. A certificate of award should also be given to the student in chapel or a student assembly.

**Sample Policies regarding GPA and Academic Standing**

**Grade Requirements for Continued Enrollment**

__________ Institute seeks to foster diligent study habits within students throughout their time at ____________ Institute. The qualities of perseverance and discipline will prepare students for increasingly difficult course work as well as for a lifetime of Christian leadership (1 Timothy 4:15-16). A cumulative grade point average of 2.0 is required for graduation for all programs. Students
are expected to demonstrate his or her ability to progress toward completion of their program by achieving at least this minimum level of quality work.

For all students in the __________ Institute programs, they must maintain at least a 1.7 (C-) cumulative GPA during the first 16 semester hours of study. Students must maintain a 1.85 (Low C) cumulative grade point average for continued enrollment after the first 16 semester hours of study, and a cumulative GPA of 2.0 (Middle C) after 32 semester hours. If the student’s cumulative GPA is below the above-mentioned standard, probationary status will be assigned. The student will have the next semester to achieve the required cumulative GPA to be removed from academic probation. Students receiving financial aid should strive to maintain the required cumulative grade point average at all times, since failure to do so may result in the loss of financial aid eligibility.

**Academic Probation**

A student will be placed on academic probation if:

1) the student’s cumulative GPA drops below 1.7 during the first 16 hours of coursework, 1.85 between 16 and 32 semester hours, or below 2.0 any time after the completion of the first 32 semester hours of classes, or

2) the student’s term GPA drops to 1.0 or below for any one term.

A student placed on academic probation, if deemed advisable by the Director, may be limited to a class load of 8 units or less. While on probation, the student must achieve at least a 2.0 semester GPA. A student placed on academic probation will have one semester to raise his or her cumulative GPA to a satisfactory level before losing financial aid. The student who successfully raises his or her cumulative GPA to the required level will be removed from probation. A student who has previously been on probation and drops to that level a second time will not be able to receive financial aid while on academic probation.

**Academic Alert**

If a student on academic probation makes satisfactory academic progress by achieving the semester GPA of at least 2.0, and by raising his or her cumulative GPA at the conclusion of the first term on probation, yet has not reached the required cumulative GPA for their current level of semester hours completed, the student will be placed on academic alert. If at the conclusion of the semester on academic alert the student is able to bring his or her cumulative GPA to the required level, he or she will be taken off academic alert. If the required cumulative GPA is not reached by that time, the student will be placed on academic suspension.

**Academic Suspension**

If a student has not achieved a semester GPA of at least 2.0 during his or her first term on academic probation and has not raised the cumulative GPA to the required level, or if the student fails to achieve the required cumulative GPA while on academic alert, the student will be placed on academic suspension and may not continue taking classes for credit until completion of the term of suspension. The first occurrence of academic suspension will be for a period of one semester. If a student is placed on academic suspension a second time, the period of suspension will be one year. Students placed on academic suspension a third time, may not return to school at __________ Institute. Students who are on suspension from another college may not attend classes at __________ Institute until the term of suspension has been completed.
**Appeal**

A student, who is affected by these policies, yet believes he or she has facts unknown to the Academic Committee, may appeal to be reinstated. To make an appeal, a student should submit a written statement to the Institute Director including:

1) Reasons for the unsatisfactory progress;
2) Intentions to maintain acceptable academic standing; and
3) Methods for anticipated success toward educational goals.

If the appeal is granted, a student will return to school under probationary status.

**Note:** When doing academic advising of students on academic probation or academic alert, the most effective way to raise a GPA above 2.0 is for the student to re-take any courses with a grade of “D” or “F” and raise the grade to a “C” or better. Since first and second year courses are offered at least once per year, a student on probation should have adequate opportunity to do this before being placed on academic suspension.

**Records and Record Keeping**

**Record Keeping**

The record-keeping, procedures of the institute should meet high standards of accuracy, confidentiality, and permanence. The integrity of the Institute can be gravely undermined if proper record-keeping procedures are not followed. Major student records, such as financial records, enrollment records, attendance records and grades, should be kept in a fireproof, tamper-proof place, such as a locked fire-safe file cabinet able to withstand temperatures up to 1800 degrees Fahrenheit for one hour.

It is recommended that student’s records also be kept on a computer so that off-site back-up copies can be made on a weekly basis. For example, the person in charge of records could back up all information on a weekly basis and store the records at home at the end of week. They should not be carried around on their person due to the danger of identity theft should records fall into the wrong hands, such as if a purse, laptop, or briefcase containing the backup information is stolen.

By making weekly off-site backups of all academic and financial records, records will always be available should the on-site records be lost or destroyed by theft, computer disk failure, and fire or flooding. Some states require that the person storing information off-site be designated by the school in writing so that they are not arrested for possessing private information under state identity theft protection laws. So a formal record of who is authorized to store the offsite backup copies should be kept on file at the school and a copy given to the person to keep with the stored records.

By law, schools are required to keep student records on file for fifty years after a student’s last enrollment or graduation. This is so that students can have access to their transcripts for their reasonable life expectancy. However, it is best to keep all student records permanently, since some students are now returning to college in their seventies and eighties.

Most states also require that a trustee of school records be appointed if the school ever chooses to close its doors. This is usually another Bible College in the area or perhaps one of the Foursquare Bible Colleges. Sometimes the State Post-secondary Board of Education will serve as trustee of all school records in that state. If a school closes, all records are entrusted for permanent storage and access at the designated trustee institution. When the school closes, the State Post-secondary Board of Education and all former students and alumni should be notified in writing by the school regarding the identity of the trustee, in case former students or alumni need access to their school records or transcripts for employment or further education.
Right of Access to and Limitations of Disclosure of Student Records
Schools and Colleges are required by law to observe the *Family Educational Rights and Privacy Act of 1974* (see page 36 for a full list of the provisions of FERPA). Thus, with a few exceptions provided by law, students may review their educational records upon request. Access should be granted upon submission of a written request. The only items that should be excluded from their review are items, such as external references, when students have waived their right to see them. Students may request the amendment or notation of their educational records if they feel the records are not accurate.

With certain exceptions provided by law (directory information such as name, current address, telephone number, e-mail address, date and place of birth, major dates of attendance, degrees and honors received, and enrolled units), institutes/colleges should not release information concerning students to others, including prospective employers, government agencies, credit bureaus, even parents or spouses, etc. without the student's written consent.

Processing Transcript Requests
A transcript is a record of all the work that a student has completed with the Institute and all classes that have been transferred into the school; this includes grades earned and the cumulative GPA and any notations regarding honor roll, awards, academic probation or suspension, or disciplinary action.

Under the provisions of FERPA, all requests for student records, including transcripts, must be made in writing (fax and online requests with ID verification are okay, unsigned e-mail requests are not). To request a transcript, a student or former student should complete and sign a transcript request form and give it to the Registrar. The student's academic file must be complete, and the student's financial account must be current in order for the transcript request to be processed. A $5.00 transcript fee is a reasonable charge for each transcript, though unofficial copies and the first official copy at most schools are usually free. Official copies of the transcript should be either on special transcript paper or school letterhead with a registrar signature and raised school registrar’s seal. (A raised seal can be ordered from any rubber stamp maker.) Xeroxed transcripts without the signature and seal, and faxed transcripts are considered unofficial. Transcripts released directly to a student should be marked “released to student” and are also considered unofficial. An official transcript is one that is received in a sealed envelope and has a registrar signature and school seal. If a student asks for an official transcript to be sent to another institution, the institution must receive it in a sealed envelope. If the student wishes to deliver the transcript personally, the envelope must still remain sealed and the envelope must have the registrar's signature written across the seal of the envelope. A transcript in an opened envelope is not considered official.

If an institute or college is not yet accredited, it may be helpful to attach to the transcript a list of the names of all instructors and their earned degrees for each course taken for the purpose of evaluating transferability of coursework.

**Student records that should be kept** *(Samples of all forms can be found in the Handbook section 4):

- Student record/information card—This should contain personal data for each student. The data should include: the name; date of birth; contact information including phone numbers, e-mail addresses and cell phone; permanent address (if it is different from their address while in school); home church; date of admission; date of withdrawal or graduation; person to contact in an emergency; any medical condition(s) that may require special treatment or attention in an emergency; and student ID number (It is illegal for schools use Social Security card numbers for student file identification due to the danger of identity theft).*
• Emergency medical information—It is important to have some basic medical information for each student on hand for staff to give to emergency responders if there is a medical emergency. If a school retreat or other event takes place offsite, the staff member overseeing the event should carry copies of this information for each of the persons involved for use in case of emergency. Information on the sheet should include: Full legal name, address, phone number, person to contact in an emergency, medical insurance provider and policy number, the name of their primary care physician, any known pre-existing medical conditions, any daily medications, and any medical condition(s) that may require special treatment or attention in an emergency.

• Application for Admission, all accompanying references, and transcripts from other schools.

• Academic progress sheet or degree plan—This sheet should list all of the courses required for the completion of the course of study offered by the institute. It should indicate each course that the student has completed (including semester taken and grade received), and all those in which he/she is currently enrolled; it should also include all classes that have been transferred from another institution (including the name of the school the credit was transferred from and the grade received for the course).

• Attendance record—Each student's attendance must be recorded for every class session. All explanatory information relating to absences should be kept on file.

• Financial record—This should reflect all charges for tuition and fees for each term, financial aid or other assistance payments for each term, and all tuition and fees payments by date for each term. Any defaults or failure to pay should be flagged so that transcripts cannot be issued until the account has been paid in full.

• Copies of all registration paperwork—Signed copies of all registration paperwork and enrollment contracts, including payment plans and tuition waivers. Any changes to schedule, such as courses added or course withdrawals should be kept as well.

• Copies of all grade reports/report cards for each term.

• Current copy of student transcript of credits, including any transfer credit accepted toward program or degree completion.

• Copies of any Requests for Incomplete and any Grade Change Reports.

• Copies of any internship reports (if applicable), mentoring reports and evaluations, or monthly ministry involvement reports.

• Record of any awards or honors received while in school, including honor roll.

• Record of any disciplinary measures for student behavior and/or academic probations, suspensions or dismissals.

• Application for Graduation and record of graduation, including the name of the program completed.
• Record of all job placements during school and after graduation, particularly if the school assisted in the placement process.

• Record of requests for transcript and where they were sent.

**Sample Student File Contents and Order of Documents**

1) Label on file folder tab: Last Name, First Name
2) Student File Checklist after student has fully completed admissions process
3) Student Profile
4) Degree Plan (if degree-seeking)
5) Grade Reports: in chronological order, most current on top
6) Enrollment Forms: in chronological order, most current on top
7) Student Financial Statements: in chronological order, most current on top
8) Bible Proficiency Exam
9) Writing Sample
10) Post High School Transcripts (technical schools, colleges, universities) filed alphabetically*
11) High School Transcript (if student has not successfully completed a minimum of 24 semester hours at post secondary institutions)*

12) Correspondence to Student: in chronological order, most current on top
13) Copy of Acceptance Letter to Student
14) Copy of Letter to Acknowledge Receipt of Application
15) Application for Admission*
16) Student Photo attached to top right corner of application*
17) Spiritual Autobiography*
18) Pastor's Reference Form*
19) Christian Friend Reference Form 1*
20) Christian Friend Reference Form 2*

*Required to complete application for admission process.

**Stapled to front inside cover of file folder:**
1) Record of transcript requests and when and where they were sent
2) Most current record of student contact information

**Stapled to back inside cover of file folder:**
1) Medical Information Form*
2) Medical Form/Proof of Immunization*
3) TB Clearance* & MMR Vaccination Record
Faculty records that should be kept (Samples of all forms can be found in the Handbook section 4):

- Faculty and Staff record/information card—This should contain personal data for each faculty and staff member. The data should include: the name; date of birth; contact information including phone numbers, e-mail addresses and cell phone; home address; home church; person to contact in an emergency; any medical condition(s) that may require special treatment or attention in an emergency.

- Emergency medical information—It is important to have some basic medical information for each staff and faculty member on hand to give to emergency responders if there is a medical emergency. If a school retreat or other event takes place offsite, the staff member overseeing the event should carry copies of this information for each of the persons involved for use in case of emergency. Information on the sheet should include: Full legal name, address, phone number, person to contact in an emergency, medical insurance provider and policy number, the name of their primary care physician, any known pre-existing medical conditions, any daily medications, and any medical condition(s) that may require special treatment or attention in an emergency.

- Faculty or Staff Application.

- Professional Resume—This should include both education and relevant work experience.

- Transcripts—This should include official transcripts for each instructor for each degree completed and/or post-secondary school attended.

- Teaching Contracts for each term of instruction or annual contracts of full-time staff members.

- Course Evaluations (by students)—This should contain the compiled results of the teaching evaluations done near the end of each course.

- Classroom Observation Evaluations (by other faculty)—This should contain the peer review evaluations made by any other faculty or Institute Director with observations, commendations and suggestions for improvement.

- Staff evaluations by the Institute Director, or staff evaluations of the Director.

- Financial record—This should include the salaries, stipends or honoraria paid and tax information. Each institute staff member and full-time instructors should have taxes withheld and receive IRS Form W-2; part-time instructors not on institute staff receive IRS Form 1099.

- Forms related to employee benefits, such as insurance or voluntary withholding.

- Vacation and sick-leave records, including any vacation or leave time accrued and leave taken.

- Record of any awards or recognitions of the faculty or staff member.

- Record of any complaints filed against the instructor and actions taken in response to those complaints, or any disciplinary measures taken against the staff or faculty member.

- Record of termination, whether by resignation or involuntary termination.

- Record of any requests for references and where they were sent.
Facilities—Providing a Healthy Learning Environment

Students learn best when they are comfortable and not preoccupied with uncomfortable chairs, improper lighting or classroom temperature that is too hot or too cold. Healthy classrooms are essential for success as Bible institutes. Particular attention should be given to the following:

1. Classroom location - Classrooms should be as far away as possible from distracting noises. They should be located close to a drinking fountain and to bathrooms.

2. Windows - Classrooms that contain windows should be equipped with a way to block the outside light (blinds, shades, curtains) as well as block out outside distractions.

3. Doors - All classroom doors should have windows to protect the instructor’s reputation when he/she is left in the room with one student. The door should be located at the back of the room so that the distraction of people entering and leaving is minimized. However, many states require that classrooms have two doors for fire safety reasons.

4. Acoustics - Classrooms must be arranged so that all students can hear the instructor. This can often be achieved by assigning classroom space according to the number of students in a class. Large areas are not appropriate for instructing a small number of students. If amplification is needed, it should be provided. Room dividers can be used to create a controlled classroom environment in a larger room.

5. Lighting - The classroom should have enough light to enable students to read and write without straining their eyes. "True Light" or 5000k florescent bulbs/tubes are a more desirable choice for the overall educational environment, since they result in less eye fatigue and make reading much easier.

6. Furniture - The desks, chairs, and tables should be sized to accommodate adult bodies.

7. Equipment - Each classroom should have the following equipment available:
   - Overhead or video projector and screen
   - Dry erase board and markers and eraser (Avoid use of chalkboards due to allergy and vocal irritation caused by chalk dust).
   - Access to a VCR/DVD player with video projector or monitor large enough to be seen in all parts of the room
   - Relevant wall maps and charts as needed.

8. Ventilation and airflow and ambient temperature - All vents, heating, and air conditioning should be in proper working order. Be sure that dust filters are changed frequently to cut down on dust allergies and protect instructor’s voices. Rooms should be well ventilated, either with open windows when weather is appropriate and it is safe to do so, or with air conditioning. Stale air tends to make students drowsy and it also increases possibility of airborne illness. Classroom temperature should be set to about 72-74 degrees Fahrenheit for maximum alertness without making students too cold.

9. Maintenance - The Institute facilities should be cleaned regularly, and all classrooms and furnishings should be kept in good repair. Pay special attention to the condition of chairs, so that no student ends up getting injured by a stressed or damaged chair collapsing. Desk surfaces and
doorknobs should be cleaned with a disinfectant cleaner to minimize transmission of germs from student to student on desk surfaces and doorknobs.

10. Be sure to take consideration and make accommodations for disabled students and faculty. [www.ada.gov](http://www.ada.gov) provides information and links to detailed information that should be considered by every Institute. Churches are exempt from ADA requirements (the American with Disabilities Act). However, schools are not. Not only is it legally wise to comply with these requirements, it is an excellent testimony to the community that the sponsoring church is concerned about every potential student and not just the able-bodied ones.

Guidelines for Safety On and Off Campus
Each Institute should publish a set of guidelines and procedures for maintaining safety and security on campus. In compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, accredited colleges must annually publish and post online a Campus Safety and Crime Report. It is important to provide a safe and secure learning environment. The following information is presented with the intention of assisting you in providing a safe environment for the entire campus community. These measures will not be successful without each student’s support and awareness.

Security Services
The following services are available to all ___________ Institute students.

___________ Institute can assist members of the campus community who are victims of crime.

(institute phone number)

Although ___________ Institute does not have a counseling center, we will assist members of the campus community who are victims of crimes by putting them in touch with capable counselors.

(institute phone number)

Safety lighting has been placed in strategic locations on campus.

If you notice that the lights are not working, please contact the ___________ Institute office at

(institute phone number).

Policies and regulations concerning student conduct are in existence to address crimes against persons and property.

The designated campus security officer for ___________ Institute is (institute director or another designee).

Good Practices for General Safety
Park cars in lighted areas. Students are advised to lock their cars and not leave personal belongings and other valuables in the car while in class. Students should always be aware of their surroundings and exercise appropriate caution, particularly during early morning hours and in the evening after dark.

Students, faculty, and staff are encouraged to walk to and from the parking lot in pairs when it is dark outside. Male students should volunteer to escort female students to their cars, or wait with them until their ride arrives. Avoid walking alone, particularly after dark. If walking alone is unavoidable, be aware of your surroundings. Look behind and around you frequently. Stay in well-lighted areas.
Dress for mobility. Carry your personal belongings in a backpack or similar container that will enable your arms and hands to be free at all times.

Do not get close to a vehicle if you are walking and a vehicle approaches you.

If you have a car alarm, carry your panic button in your hand when going to your car, in case you need to scare away an attacker.

Never allow someone to predict your route of travel. When you are walking, driving, biking, or jogging, vary your route.

Register, engrave, mark and/or photograph all your valuables including bicycles, stereos, jewelry, vehicles, computers, etc.

**Security in Campus Buildings**

Never leave your personal belongings unattended.

Look around and be aware of your surroundings when you enter and exit a building.

Always tell someone where you are going and when you expect to return.

Report to the Institute office any suspicious persons who have entered the building that you suspect do not belong there.

Report any unattended suspicious packages to the Institute office. Do not pick them up.

Keep unmonitored doors locked at all times. Crash bars should be installed on all fire exits to allow the doors to be locked from the outside, but allowing easy escape in the case of an emergency.

**Security when Leaving Campus**

Exterior doors should be equipped with deadbolt locks and peepholes. Do not open your door to anyone you don't know. If they are in uniform and you did not call them, contact their place of employment to verify their business.

Use outside lighting and keep shrubbery trimmed around windows and doors.

Know who to call in an emergency. See below.

**WHO TO CONTACT for HELP and to REPORT CRIME**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police, Fire</td>
<td>911</td>
</tr>
<tr>
<td>Ambulance</td>
<td>911</td>
</tr>
<tr>
<td>Security Office</td>
<td>(Institute Director Phone number)</td>
</tr>
<tr>
<td>Crime Stoppers</td>
<td>(local number)</td>
</tr>
</tbody>
</table>

Crimes in progress should be reported to the Institute office and the local Police Department. Students can report crimes or information about crimes anonymously by calling Crime Stoppers at (local number) or leave a confidential recorded message at (local number).
Emergency Preparedness
Each Institute should have an Emergency Preparedness Plan in order to have procedures in place when a threatening situation emerges. It is a reasonable assumption that at some future point in time an emergency or a disaster of significance may strike on or near the Institute campus. The purpose of this plan is to establish a reasonable and effective method of dealing with such disasters and emergencies. All faculty and staff should be equipped with a copy for their use and should review it before the start of each term. A bound copy should be kept in the institute office in a well-marked location. A sample Emergency Preparedness Plan is located in the Handbook on pages 3.119-33.
Developing the Institute Library

The Bible Institute should have an on-site library, which supports the instruction it offers. The library should include books, periodicals, multi-media and other materials that provide resource information for the courses that are included in the school curriculum. Since research is part of effective learning, access to a good library is vital. In addition to providing resources for students, the library should also provide as many resources as possible to help instructors maintain a high level of knowledge and skill in their particular areas. The library should also include resources that assist the institute staff in performing the various aspects of their work, such as fundraising, assessment, institutional management and strategic planning.

Library Cards
Students should be issued an Institute identification card and nametag at registration. They should be required to wear their nametags whenever they are on campus and in class. This will allow the church receptionists, staff and volunteers, and library workers to easily recognize them as an Institute student. Their student ID will give them access to the library, and their ID bar-code may be used in the book checkout process once checkout is automated.

The Library Collection
Because the resources in the on-site library must support the curriculum, each book, periodical, computer program, etc. must be chosen carefully. This is especially true, given the limited financial resources available at most institutes and church-based Bible colleges. Every dollar invested in library resources should be made to count. It is not enough to have large numbers of resources, they must be high-quality resources that undergird the various components of the school curriculum. It is important to consider the following standards when resources are being selected:

1. The resource relates directly to the content of at least one course in the curriculum.
2. The resource provides information that broadens or deepens the scope of classroom instruction.
3. The resource is written and/or produced at a scholarly or professional level.
4. The resource is written by a credible, qualified author with significant training and experience in the field.
5. The resource, if theological in content, is consistent with orthodox Christian theology, with the bulk of theological resources coming from the Protestant, Evangelical, and Pentecostal-Charismatic branches of Christianity. (Though Catholic resources, particularly in the area of Biblical Studies and Biblical Languages, should not be overlooked.) Note: It may be necessary to provide some information concerning other theologies such as the cults and world religions to equip students to minister more effectively to members of those groups. Sources that include such content should be clearly labeled as “Cult Literature,” in order to avoid confusion (unless the title of the book clearly identifies the book with a cult or world religion, such as: The Teachings of Buddha, or the Book of Mormon).
6. Publications need to be consistently added or updated to address current trends, methods, and concerns.
7. The resources selected should represent a variety of subjects, with special attention given to reference tools. (I.e.: Multiple copies of popular books, though useful in ministry, and therefore appropriate content for inclusion in the general collection of the library, do not provide adequate reference tools for research).

A list of recommended books for beginning a library and cataloging information are available on the Resource CD.
Library Resources from Life Pacific College
Life Pacific College’s library often has extra volumes of books because of donations. Institutes can inquire about the availability of books to help supplement build their own libraries. LPC will send up to 100 volumes to schools upon request and payment of shipping costs.

Cataloging the collection
Paper-based card catalogs are expensive and inefficient and very space intensive. They are not recommended for institute use. Electronic card catalogs are far less expensive, are easy to produce and readily accessible online. Inexpensive methods of on-line cataloging are available through www.libraryworld.com. At just $365 per year, (versus thousands per year if the school hosted its catalog on its own database and had to purchase hardware with redundant back-up capability and software to manage its collection) this service is an amazing bargain. It is basically a drag and drop cataloging system that makes it possible for student workers to catalog most of the institute collection with minimal supervision. The catalog can be accessed online from any computer with Internet access. It is compatible with inexpensive bar-code scanners for more advanced operations. It will also generate shelf-lists for checking the shelf sequence of the books in the collection and overdue notices (if bar-codes are used with bar-coded student Library cards).

Building the library collection
An effective way to help build the library collection is to charge a library fee of $50-75 each term. Have faculty members give you a list of the resources they consider are essential to support the classes they are scheduled to teach during the year. Try to purchase those books ahead of the term in which the courses will be taught so the resources are cataloged and available by the time they are needed to support the class.

To maximize your spending power, look for seasonal sales, clearance sales and closeout sales on Christianbook.com and Christian Book Distributors. Around Christmas each year they often include free shipping coupons with completed orders. This can be worth hundreds of dollars on a big order, but must be used in just a few months time. Look for 10% discount coupons in Charisma Magazine and other periodicals. Again, this will at least cover the cost of shipping. Also look for sales on Amazon.com, DoveBooks.com (specialists in quality new and used theological resources), and Booksamillion.com for great discounts, especially on large orders. Another good source of bargains on excellent books are book clubs, but read the details of membership carefully. One excellent book club is the Intervarsity Press (IVP) Book Club that sends shipments of all new publications at 50% discount every six weeks or so.

Also look for library sales at your local and state public libraries or nearby college and seminary libraries. You can often buy used books at these sales for pennies on the dollar. And don’t neglect shopping at used bookstores, especially if there is a Christian College or University or Seminary nearby. These can be a great source of quality gently used theological resources, even rare out of print ones that are a real treasure.

The best way to stretch your acquisition budget is to ask area pastors and retired pastors if they might be willing to donate the portion of their personal study libraries that they are no longer using. They may be extra willing to do so if you give them perpetual lending privileges at the Institute library in exchange for the donation. Retiring pastors short on cash may also be interested in selling their libraries. These again can be a source of great treasures. (But it is best to select the books from the library that you would like to purchase, since many are not worth having. That is unless they give you an unbelievable offer for the whole library and it has lots of good resources in it. You can get rid of duds later).
Targeted library donation requests in the church bulletin can have positive results, but be specific about what kind of books you are looking for. You might do this several times a year and focus on different areas of study in each appeal (Bible and Biblical Languages one month, theology another, missions and evangelism and church growth another, church history and polity another, leadership another, worship and music another, etc).

If you receive lots of donations, you will inevitably end up with many duplicates, beyond what you need. You may choose to adopt another emerging institute or an overseas Bible college as the designated recipient of your quality duplicates. Most Bible colleges overseas, especially in third world countries, have very few library resources. Their students cannot afford to buy textbooks, so they often need ten copies of a book in the library, especially if it is of textbook quality, so students can all read their assignments in the library before class. The other way to dispose of unwanted donated books is to hold an annual book sale or have a sale shelf in the library. (Be advised, this is considered fundraising income and is taxable in many states). The proceeds from the book sale can be used to supplement the acquisitions budget of the library.

**Library Shelving and Floor Plan Layout**

One of the biggest library expenses is the library shelving. You may be able to get away with inexpensive wood and particleboard shelving for 1-2 years, but the heavy weight and density of books will warp most non-metal shelves in a short period of time, especially if there is a lot of humidity in your region. Eventually it will be necessary to invest in quality steel library shelving from a library supply dealer. Expect to pay around $300 for each single sided 90”H x 36” W x 11”D section for along the walls and around $550 for each double sided 90”H x 36” W x 24”D section for free-standing rows of books. The freight charges are on top of this amount. But this shelving will last a century, and with cross bracing will even withstand an earthquake (Not one book fell at PRBC when a 6.7 quake hit in 2006). The uprights are interchangeable and can also be used for specialized periodical shelving and multi-media shelving. For CDs and DVDs you can probably do fine with multi-media shelving from your local office supply store and save hundreds of dollars, since these disks are very lightweight. The main suppliers of quality library shelving are Gaylord, Highsmith and Brodart. Get on their mailing lists. They often run sales 3-4 times a year that can save you hundreds of dollars. Also get on their online mailing lists to enjoy seasonal specials.

One of the biggest space allocations for the Institute will need to be for a good library. You will need to allow enough space for storage and access to the entire collection. Be sure to leave enough room between bookshelves for students in wheelchairs to access the books (at least 36” between the shelves at ground level and sufficient room to turn around or go around the corner at the end of the aisles). If possible, choose a room that is away from most outside noise. It should not have a sprinkler system and should be as dry and cool as possible. You may need to install a dehumidifier in the library if the room is too moist. Otherwise mold and mildew will ruin the books.

Be sure to provide study carrels or tables that are well lighted. The desks, chairs, and tables should be sized to accommodate adult bodies. Have a designated space for a viewing videos and listening station for audio media. Have at least a few computers available for word processing and online research and database research with adequate workspace around them for working on research papers. Also provide a desk for circulation and a space for processing and repairing incoming library materials. The Gaylord website offers free brochures on library layout and design.
Library Lighting
The Library should have enough light to enable students to read and write without straining their eyes. "True Light" or 5000k florescent bulbs/tubes are a more desirable choice for the library environment, since they result in less eye fatigue and make reading much easier. There is a slightly greater expense to use these bulbs, but the increase in brightness and decrease in eyestrain are well worth it.

Processing Supplies and Book Preservation
To process the books for circulation and preserve them during use, you will need to purchase spine labels, spine label covers, dust jacket covers, date due slips, book cards and pockets, clear media pockets and cards, spine repair tape, reserve book cards, reference stickers, etc. You will also need to purchase a few basic items to repairing damaged books, such as cloth spine tape, page repair tape, spine glue, corner protectors, hinge protectors, clear spine tape for paperbacks, bone or Teflon folder, a few good brushes, a razor, scissors, clear archival quality scotch tape, and a weighted tape dispenser. The main suppliers of quality library processing and preservation supplies are Gaylord, Highsmith and Brodart.

Get on their mailing lists. They often run sales 3-4 times a year that can save you hundreds of dollars. Also get on their online mailing lists to enjoy seasonal specials.


Periodicals
Periodicals, such as journals and magazines, are the best way to stay current with new developments in scholarship and technology in any field. It generally takes 6 months to 2 years for information to get published in a periodical, but 8-10 years for it to make it into print in a book.

Theological journals are a tremendous resource for Biblical, Theological and Ministry studies. On a quarterly or semi-annual basis, most seminaries and theological societies produce a 100-150 page book consisting of thoroughly researched and well written articles dealing with fields of biblical, theological and historical interest; discussions of practical matters concerning the Christian life and work; surveys of contemporary trends in theology and religion; and reviews of books and magazine articles.

But back-issue copies of theological journals are often difficult or impossible to find, and even if you are fortunate enough to have a library of journals in print form, they take up lots of shelf space. Plus, finding the topic or Bible passage you are interested in can be difficult - to say the least.

Many excellent periodicals are available in electronic form, especially back issues. This is a relatively inexpensive way to acquire multiple years of back issues of an important journal. Others are available as part of theological databases. Some are relatively inexpensive, such as the Theological Journal Library from Galaxie Software at $399 ($340 at Christianbook.com) for 50 years worth of 15 theological journals of excellent quality:

The Theological Journal Library on CD-ROM combines several of the best conservative, scholarly, evangelical journals in one easy to use CD-ROM that allows you to rapidly search through several titles for the words phrases, topics, authors, passages, etc. which you are interested in. It is an invaluable tool for anyone who studies teaches or preaches Scripture. The latest version of the TJLCD includes 50 years of journal articles. Many users have commented that the TJLCD is the
most valuable and most often used resource in their electronic library. (This database is only available for Windows). Updates of TJLCD are published annually for about $50 per year.

**Theological Journal Library Contents: 50 Years of Journal Articles**

- Bibliothea Sacra
- Westminster Theological Journal
- Trinity Journal
- Master's Seminary Journal
- Journal for Biblical Manhood and Womanhood
- Journal of the Evangelical Theological Society
- Conservative Theological Journal
- Chafer Theological Seminary Journal
- Journal of the Grace Evangelical Society
- Reformation and Revival
- Trinity Journal
- Detroit Baptist Seminary Journal
- Bible and Spade
- Emmaus Journal

Others theological journal databases are quite costly, but very high quality, such as the ATLAS Serials database from the American Theological Libraries Association (ATLA), which covers 297 journals for 85 years but costs about $2500+ per year. Only Colleges and Seminaries can probably afford this excellent resource. But if your school has a library agreement with a seminary or Christian college library, you may get access to this collection as a library patron for only a small library card fee per year.

Complete runs of some periodicals are offered on CDROM by individual title for relatively little money for the quality of the resource provided. These include (others may be available): Biblical Archaeology Review (1975-2005), Bible Review (1985-2005), Archaeology Odyssey (1998-2006), National Geographic, Biblical Archaeologist (1938-1998, Changed name to Near Eastern Archaeology in 1999), and Discipleship Journal.

Many excellent periodicals in the ministry field and other related fields are available for a relatively inexpensive subscription rate per year. Some are available for free, such as (Foursquare)Advance Magazine, Campus Facility Maintenance, Christian Computing Magazine (online), Christian Video Magazine (online), Christian Retailing, Church Production, Lumunos, Front of the House, Man in the Mirror, Network Computing, Presentations, PLSN(Projection, Lights and Staging News), ProSound News, Technology & Learning, The Voice of the Martyrs, University Business, Videomaker, and Your Church. Several mission societies, such as Wycliffe Bible Translators, also publish free periodicals.

**Sample list of inexpensive paid subscription periodicals for your library:**

- American Cinematographer
- Archaeology Odyssey (CDROM only)
- Asian Theological Seminary Phronesis
- Bass Player
- Bible and Spade
- Bible Review (CD ROM only)
- Biblical Archaeologist (on CD only)
- Biblical Archeology Review (CDROM & Current)
- Bibliotheca Sacra
- Books & Culture
- Building Church Leaders Quarterly
- Campus LIFE
- Catholic Biblical Quarterly
- Contemporary Christian Music
- Christian History & Biography
- Children's Ministry
- Charisma
- Christian Scholar's Review
- Christianity Today
- Church Executive
- Church Law & Tax Report
- Church Art Pro
- Current Thoughts & Trends
- Digital Connect Magazine
- Discipleship Journal
- Drama Ministry
- Enrichment Journal
- Film & Video
- Group
- Guideposts
- Guitar Player
- Hebrew Studies (NAPH)
- Homiletics
- International Bulletin of Missionary Research
Interpretation
Image
Journal of the American Society for Church Growth
Journal of the Evangelical Theological Society
Keyboard
Marriage Partnership
MediaLine
Ministry Today
Near Eastern Archaeology
Outreach
Pneuma
Pray!
Pulpit Helps
Religious Education
Rev.
Science & Spirit
Serving in Mission Together
SpiritLed Woman
The Christian Century
The Chronicle of Philanthropy
The Other Side
Theology Today
Today's Christian
Touchstone
Wired
World Christian
Your Church

Ignite Your Faith
Interpretation
Journal of Biblical Literature (SBL)
Journal of Psychology and Theology
Leadership
Mars Hill Audio Journal
Ministries Today
National Geographic (CD & Current Subscription)
Newsweek
Plugged In
Pneuma Review
Preaching
Relevant Magazine
Research News & Opportunities in Science
Review and Expositor
Science & Theology News
Society of Biblical Literature
Strategies for Today's Leader
The Chronicle of Higher Education
The Journal of Pastoral Care & Counseling
The Spirit & Church
TIME Magazine
Today's Christian Woman
Vital Theology
WORLD
Worship Leader & Song Discovery
YouthWorker Journal

Others are only published online. Don’t overlook these, because some of the most cutting-edge resources are published this way, since they can “go to press” instantly, such as Christian Computing, Christian Video magazine and Leadership Network’s Advance (All 3 are free). A large free database of high quality academic periodicals is available at Directory of Open Access Journals at http://www.doaj.org/.

Display, Storage and Preservation of Periodicals
To best preserve hard copy periodicals, buy cardboard magazine storage boxes from the office supply store. For online journals, print them up and store them in three-ring binders labeled on the cover and spine. For more permanent protection of printed journals, most publishers offer covers for their periodical that will bind 1-3 year’s worth of journals in one binder. Or you can have them permanently hardbound at a bindery or monastery.

It is wise to have a policy that periodicals can only be used in the library and cannot be checked out, since they are hard to replace and easily damaged in a backpack or briefcase. If a student wishes to take an article home for research, they can photocopy it in the library and bring the copy home. This is not a violation of copyright law when used for personal research purposes.

Special periodical shelves are available that display the current issue face out and store the past issues on a shelf behind the lift-up display shelf. At the end of each school year, the back issues should be moved
to a more permanent location in magazine storage boxes, where all the back issue periodicals are available for use.

**Library Computer Use**

Every Institute library should provide computers with Internet access for online research. They should also have word-processing software for typing term papers and other assignments. It would be good to also provide a place for students who have their own laptops to access the Internet, either wirelessly or by Ethernet.

Since most institutes will not be able to afford a large number of computers, it will be important to have strict policies for library computer use to keep the computers in optimum running condition and to give access to the most students possible. You may be able to get reasonably good computers (for online research and word-processing) donated by a local business that is upgrading their office hardware. Some local foundations also specialize in providing electronic equipment to local area schools.

**Sample computer use policy:**

Institute has made the library computers available for word processing as well as Internet and CD-ROM based research. Their use should be primarily for these purposes. E-mail can be checked, however, Internet use should be limited to research activities only. Students who wish to make use of the computers for study purposes have priority.

Internet service in the library is for educational, ministry, and research purposes only. Games, online shopping, instant messaging and other personal use are not allowed. Access to adult websites, social networking sites, and file-swapping websites is strictly forbidden and may incur disciplinary action.

Use the computer equipment properly. If you are not familiar with the equipment or software, always seek advice on how to operate it.

Do not move any equipment or alter any of the computer settings or connecting cables.

No food or drinks are allowed in the library or around computers, since these can seriously damage keyboards and processor units.

Do not store any data on the hard drive. Please store all data on a USB thumb drive or CD. Data left on the hard disk will be periodically deleted.

Please try to avoid downloading e-mail attachments via the Internet. E-mail attachments are the #1 source of computer viruses.

Please do not use disks or USB thumb drives that have accessed public computers such as Internet Cafes or the public library. Infected disks and drives are the #2 source of computer viruses.

Do not load any software via CD, USB thumb drive or Internet download. This would include programs such as “AOL Instant Messenger” and “Microsoft Messenger.”

Please do not make any system changes such as altering the desktop wallpaper, screensaver or desktop themes.

Printing can be done via (insert type and location of printer here) for a cost of ten cents per page.
**Lending Policies**
Each Institute library should have a published set of library lending policies that are widely distributed and clearly posted. This is especially important if there is no lending librarian present to supervise circulation. Sample lending policies:

**Books** may be checked out for a three-week period, and may be renewed for three weeks upon return. Books are subject to recall after the first week of lending if requested by a faculty member, and after the second week of lending if requested by another student. Books should be returned by placing them in the book return slot located at the front of the library circulation desk. Do not place returned books on the book cart or on the library shelves. Books that are used for in-library use without checking them out should be returned to the book cart and not placed back on the library shelf.

**Reserved Books** are placed by faculty members on a special shelf behind the library circulation desk in support of their course assignments. Due to their limited availability and the high demand for their use, reserve books may be checked out for a period of only three days at a time. Reserve books are subject to one-day recall if requested by a faculty member or another student. Books that are used for in-library use without being checked out should be returned to the library Reserved Books shelf after the blue reserved book card has been placed back in the book.

**Multimedia** may be checked out for a period of three days and may be renewed for an additional three days. Multi-media items are subject to one-day recall if requested by a faculty member for classroom use. Audio and video media may also be used in the library on the audio and video equipment. Please use headphones in order to preserve the quiet study atmosphere of the library.

**Reference Books** may only be used in the library and may not be checked out by students. Faculty members may check out references at the end of the day and must return them the next morning by 10:00 a.m.

**Periodicals** are for in-library use only. Periodicals that are used should be returned to the book cart and not placed back on the periodical shelf.

**Computer CDROM databases and software disks** cannot be checked out. *(Their contents should be permanently installed in a large hard-drive on one computer for library use so that the expensive original disks are never lent out even for library use.)*

**ABSOLUTELY NO FOOD OR BEVERAGES ARE TO BE BROUGHT INTO THE LIBRARY OR DISCARDED IN THE LIBRARY TRASH.** These items attract rodents and insects, which also like to eat the glue and paper in the books. Please help us to preserve our library resources by consuming all foods and beverages outside of the library and discarding all food waste outside of the library.

**Overdue Fines**—All library materials returned after the due date will be charged an overdue fine of 25 cents per item per day. Overdue Reserve items will be fined $0.25 per hour, not to exceed $5.00 per 24-hour period. Students who lose library materials must pay the full replacement cost of the item plus a $10.00 re-processing fee. Fines should be paid to the Institute office.

**Computer printouts and photocopies** are ten cents per page.
Library carrels are available for individual quiet study on a first come, first served basis. Group work can be conducted in the space provided outside of the library. Personal property is not to be left in the study carrels when not in use or overnight. The library is not responsible for the loss of any personal property.

Online Access and Database Research
The are an amazing number of excellent websites for doing research in the field of Biblical Studies, Archaeology, Theology, Church History, World Religions, Missions, Ministry, and Leadership. Students should be guided to these sites when doing online research with either bookmarks on the computer Internet search engine, or in an online research manual. These will need to be updated frequently, since web addresses change frequently and new sites are added almost daily. The following are a list of web super-sites that are great places to start research in the field of religion:

- [http://www.religion-online.org/](http://www.religion-online.org/) Full texts by recognized biblical scholars.
- [http://virtualreligion.net/vri/](http://virtualreligion.net/vri/) Virtual religion index compiled to advance research in the field of religion.
- [http://www.torreys.org/bible/](http://www.torreys.org/bible/) Torrey Seland of Volda College (Norway) provides monthly updates of scholarly resources for biblical studies on the Internet. Extensive annotated lists on biblical languages & texts, the Mediterranean social world & Philo of Alexandria. Especially good for locating electronic journals & articles published at scattered sites.
- [http://lii.org/](http://lii.org/) Librarian’s Internet Index of high–quality websites selected by librarians and organized by subject.
- [http://ipl.org/](http://ipl.org/) Internet Public Library guide to resources on the Web; includes subject collections and ready reference.
- [http://ipl.org/div/searchresults/?searchtype=traditional&words=religion](http://ipl.org/div/searchresults/?searchtype=traditional&words=religion) websites compiled by the Internet Public Library in the field of religion.
- [http://www.doaj.org](http://www.doaj.org) Directory of Open Access Journals (Free online scholarly journals in dozens of academic disciplines)

There are also thousands of excellent databases on CDROM and DVDROM of excellent resources in the field of Biblical Studies, Archaeology, Theology, Church History, World Religions, Missions, Ministry, Christian Education, and Leadership. This is an excellent way to get copies of older rare and out-of-print classic titles and resources with a of minimum storage space required. However, be sure to read user agreements carefully. Most are only allowed to be installed in one computer at a time. You may want to designate one computer and supplementary hard drive in the library to database collections.

There are also many excellent Modern Language and Biblical Language resources and tutorials available on CDROM. Even musical instrument tutorials are available, some that even focus on how to play a particular instrument in worship.

Check Christianbook.com and Dovebooks.com for an up-to-date list of available CDROM titles at discounted prices.
Library Supervision
It is important that the person(s) responsible for the library be trained in the essentials of library science, processes, and functions. If resources are not properly catalogued and maintained from the beginning, they provide limited instructional support. This does not mean you have to have a full-time salaried MLS or MLIS trained librarian on staff at your Institute. Few institutes can afford to do that, though the more established should aim for at least a half-time librarian.

For most institutes it will suffice to ask a retired or current school or public librarian who is a member of one of the sponsoring churches to give a few hours of volunteer supervision each week to train and supervise student workers and volunteers in the library and to set up the online cataloging process and to standardize library procedures. With careful training and limited supervision, students on work-study and church volunteers can do the bulk of the work in-processing and cataloging the library collection as well as keeping the library clean, neat, and well organized.

Library Agreements
Many state public libraries and some university and college libraries provide valuable supplemental resources. Library access to state and county public libraries is usually free, though students must usually acquire a library card to borrow books.

Faculty and students alike may benefit by the institute's investing in off-site library use possibilities through formal library use agreements. The best arrangement may be to set up a formal library agreement with another area college or university whereby students and faculty have borrowing privileges for a small fee, usually around $50 per person per year. Only the students or faculty who desire to use the off-site library should be required to purchase a card. The school budget should cover the cost of the cards for Institute faculty. Such agreements greatly expand the faculty and students’ access to quality research resources. Most library agreements require that officials of both schools sign the agreement and that the school be responsible for any fines or lost books if the student fails to pay for them. This is because your school, as the student’s parent institution, has the authority to withhold grades and transcripts until your school has been paid. The other school has no way to guarantee repayment for their loss if the student fails to return a resource. This is a small liability to incur to gain access to such a vast library resource as most college and university library holdings.

Once your Institute library has acquired a sizeable collection, you may be able to enter into consortium agreements with other area institutes or small colleges. This type of agreement would provide mutual access for all students and faculty of every member school to every library in the consortium as well as more coordinated collection development to avoid unnecessary overlap in the collections.

* A Sample Library Agreement can be found on pages 5.13-15 of the Handbook. *
Keeping the Students Connected: Student Life, Student Services and School Identity

Student Life
One of the key components to student retention, besides the quality of classroom instruction, is the student life experience. Student life is the main determining factor for whether a student feels they are part of the institute community.

Community
At its heart, each Bible Institute is a special extension of the community of believers made up of those who are experiencing a unique call of God upon their lives. It should be the desire of each school to be a model of the Kingdom where Jesus reigns. To this end, each individual is joined together with other individual members, breaking down the ethnic, gender and socioeconomic barriers that prohibit Kingdom life.

While each Institute places a fundamental emphasis on the sense of community, they also realize that God is vitally concerned with the individuals who make up the community. Thus, each Institute functions in such a way as to promote spiritual, character, social and academic growth in the individual that will motivate and equip each student to better accomplish the purposes of God for his or her life.

It is the underlying presupposition of each Institute that every student has been called of God to be part of this academic community. Therefore, it is reasonable to expect that each student will experience a sense of responsibility for allowing God to work in his or her inner person. His work will result in moral and spiritual integrity, and a sense of responsibility to the institute community.

Given the above, each student should covenant with the Institute community to allow the Holy Spirit to establish such things in his or her life that will work "to the building up of the Body of Christ" in view of the fact that "the proper working of each individual part causes the growth of the body for the building up of itself in love" (Ephesians 4:12,16 NASB).

Each Bible Institute is a community of believers whose hallmark is love and should maintain a safe environment where the fruit and gifts of the Spirit are clearly manifested in the life of each member.

Spiritual Life
Central to every ministry training experience is the focus upon growing spiritually through personal and group devotional times, relationship building, and involvement in various worship opportunities. Students must be encouraged, along with learning the message of God’s Word and the methods of Christian ministry, to place a high priority on the development of a consistent daily walk with Jesus Christ. Jesus’ strong imperative to the church concerns the preservation of its “first love” (Revelation 2:4). God’s desire, therefore, is that great emphasis be placed upon the pursuit of a consistent personal relationship with Him. Students should be encouraged to have a daily quiet time, follow a regular schedule of scripture reading, to journal their devotional insights, and to participate in a small group in which they share their devotional insights and challenges with one another.
Chapel
One of the best ways to reinforce the nurturing of the spiritual life of the students is to gather for corporate worship in weekly chapel services when school is in session. Weekly chapel participation is a vital part of the overall training of ministry students. In addition to strengthening Christian community at the Institute, chapel can be a great way to expand student’s experiences regarding what constitutes worship. It also can be a great laboratory for students to develop skills as worship planners, worship leaders, Christian artists and preachers.

To maximize the impact of chapels in your Institute, weekly chapels should be planned and led by rotating teams of students under staff supervision. This way, chapel serves as a laboratory for students to exercise their gifts and ministry training in a controlled and supportive environment. It also provides students with an opportunity to try out new and innovative approaches to ministering to the body of Christ, before using them in a local church setting, as well as to develop their own ministry style.

Guest speakers featured in chapel can be a great way to expose Institute students to exemplary Christian leaders in your area. The remainder of chapels should be student planned and led. Special chapels should be planned each year to celebrate Thanksgiving, Advent-Christmas, and Holy Week as a Christian community. A yearly Graduates’ chapel can be held toward the end of spring term as an opportunity for graduating students to lead the student body in a final time of worship and to share a parting word of insight or blessing before graduation.

Student Life Activities
Bible Institute students need opportunities to build and enjoy community with each other. Since most Foursquare Bible Institutes are composed of commuter students, it will take a great deal of creativity to build school identity and foster Christian community at the school. Student life activities should be planned that enrich the fellowship among students, provide opportunities to minister together as a student body to the local community, and provide informal opportunities to worship and minister to one another as a student body outside of the regular chapel sessions. Student life activities may include small group Bible studies, retreats, ministry projects in the local community, worship jams, prayer ministry times, picnics, beach bashes, outings to local attractions and movie nights.

One of the best ways to build community is to share a common meal together as a school community on a regular basis. This can be a meal immediately following chapel once a week or once per month, or a meal before evening classes once per month. Costs for common meals and other student life activities can be underwritten by a student life fee each term.
INSTITUTE SPECIAL EVENT PLANNING CHECKLIST

EVENT/PROGRAM/PROJECT: ____________________________

DAY AND DATE: ____________________________

ACTUAL TIME OF EVENT: ____________________________

LOCATION: ____________________________

CONTACT/LEADER: ____________________________

PHONE/E-MAIL: ____________________________

PURPOSE: ____________________________

______________________________________________

______________________________________________

SCRIPTURE REFERENCE: ____________________________

TARGET GROUP: ____________________________

DESIREO OUTCOME/GOALS: ____________________________

______________________________________________

______________________________________________

PRE-EVENT TIME NEEDED FOR SET-UP: ____________________________

POST-EVENT TIME NEEDED FOR TAKE-DOWN: ____________________________

INITIAL EVENT MEETING WITH DIRECTOR/DEAN ____________________________

FACILITIES COORDINATION WITH SCHOOL ADMINISTRATOR: ____________________________

DATE ADDED TO SCHOOL MASTER CALENDAR: ____________________________

DATE ADDED TO CHURCH STAFF CALENDAR: ____________________________

BUDGET: ____________________________

SUPPLIES REQUEST TO SCHOOL ADMINISTRATOR ____________________________

SPECIAL ITEMS TO PURCHASE OR PRODUCE: ____________________________

______________________________________________

______________________________________________

WORSHIP AND PROGRAM COORDINATOR: ____________________________

COORDINATOR OF VOLUNTEER/STUDENT HELP: ____________________________
TYPE OF HELP/NUMBER OF VOLUNTEERS NEEDED:
Collate Materials: ____________________________________________
Pre-event clean up: __________________________________________
Set-up: ____________________________________________________
Parking: ____________________________________________________
Greeters: ___________________________________________________
Registration: ________________________________________________
Hosts: _____________________________________________________
Ambience/Decoration: ________________________________________
Photography/Video: __________________________________________
Food Preparation: ____________________________________________
Food Service: ________________________________________________
Clean-up: ___________________________________________________
Follow-up: __________________________________________________
Other: ______________________________________________________

AMBIENCE ITEMS NEEDED: __________________________________

DISPLAY: __________________________________________________

SCHOOL PROMOTION MATERIALS NEEDED/DATE NEEDED BY: ______________________

ADVERTISING (AS APPROPRIATE FOR EVENT): Announcement  Flyer  Letter  Video
Radio  TV  Other: ____________________________________________
Assigned to/Completed by: ____________________________________

AUDIENCE:
Students: ____________________________________________________
Faculty: _____________________________________________________
Board: ______________________________________________________
Sponsoring Church: __________________________________________
Area Churches: ______________________________________________
Area Pastors: ________________________________________________
Community: _________________________________________________
Other: ______________________________________________________

PROGRAM/EVENT GRID TO BE DONE BY: _________________________

ACTIVITIES INCLUDED IN EVENT: ______________________________

MEAL PREPARATION AND SERVICE PROVIDED BY: ________________

CONFIRMATION OF ALL DETAILS ONE WEEK PRIOR TO EVENT: __________

PLEASE ATTACH DETAILS AS NEEDED.

SUBMITTED BY: ______________________________________________

DATE SUBMITTED: ____________________________________________
Student Services

Mentoring and Character Formation

Long term success and vitality in ministry is often more dependent upon the condition of the minister's character and heart than upon the soundness of his or her theology and the depth of his or her ministry skill training. Many well-trained and gifted ministers lose their effectiveness or are forced to step down from ministry because of character issues that have gone unchecked. Therefore, character formation should be an important part of the training process at all Bible institutes. This can be incorporated into the curriculum with courses in Spiritual Disciplines, Spiritual Formation, Character Formation for Christian Leaders, and Supervised Ministry.

But a much more effective way to build character is for every student to be assigned a faculty or staff mentor, who will meet with the student monthly one-on-one. The mentor will meet with the mentoree one hour each month on a one-to-one basis to assess and discuss issues related to character development and to develop a strategic action plan to grow in those character areas that are in need of improvement. The mentoree should prepare ahead of time by completing a monthly self-assessment (see example on Handbook pages 4.48-49) that can serve as a foundation for their monthly one-on-one sessions with their mentors.

Mentors should also meet weekly throughout the semester with all of their mentorees as a group as a form of group discipleship. They may share from their daily devotions and journaling; discuss and practice using spiritual gifts and disciplines, discuss ministry challenges, character issues, life development issues, and relationship issues; or they may take time to practice their ministry skills by ministering to each other.

Prepare students for ministry by developing a culture of ministry to each other

Mark 10:43-5 (NIV) Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”

Galatians 5:13 (NIV) You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature; rather, serve one another in love.

Effective ministry requires a readiness to be the servant of all. Emerging Christian leaders need to develop a heart attitude that is always willing and available to minister. In order to do this, we must nurture their ability to always have an attentive and humble submissiveness to God's gentle prompting to minister to anyone at any time or place, and to respond by ministering promptly. The best way to do this is to create a culture at the school where students regularly minister to each other as each has a need. It should become automatic and natural when a person shares a struggle, illness, challenge, or life need, that staff and students will stop and take time to pray for that person on the spot and render whatever other help they can in the particular situation.

James 1:22 (NIV) Do not merely listen to the word, and so deceive yourselves. Do what it says.

James 2:14-19 (NIV) What good is it, my brothers, if a man claims to have faith but has no deeds? Can such faith save him? Suppose a brother or sister is without clothes and daily food. If one of you says to him, “Go, I wish you well; keep warm and well fed,” but does nothing about his physical needs, what good is it? In the same way, faith by itself, if it is not accompanied by action, is dead. But someone will say, “You have faith; I have deeds.” Show me your faith without deeds, and I will...
show you my faith by what I do. You believe that there is one God. Good! Even the demons believe that—and shudder.

A person who has become an excellent student of God’s word and has taken time to learn well the skills of ministry has great potential as a servant of God. But that potential must be actualized. God is looking for ministers who have their hearts and minds tuned to hear His voice, who are available to respond at a moment’s notice, and who have trained their hearts to quickly respond in obedience to the gentle promptings of God’s Spirit.

So much of ministry depends on split-second timing at the precise moment of need. We must help our students to develop hearts trained to say “YES!” whenever and wherever God calls upon them to minister. The effectiveness and impact of ministry is ultimately an act of grace from the hand of God, but He has chosen to work through Christians who are willing and obedient to answer his call at any time or place. We must train our students to respond to a person’s need on the spot and not put it off to a more convenient time. This starts on campus among the students and faculty. If they learn it there, as part of the overall training of what it takes to be an effective minister, it will come fairly easily later on.

We must model this for our students by always seizing the opportunity to minister when God puts a person in front of us and not put it off for a more convenient time or place. It is not enough just to promise to pray for a person when they ask us to pray. We should train our students to pray with them on the spot and then continue to follow through in prayer and other ministry from that point forward.

Shadowing Program
An excellent way to help new students find their ministry fit is to have every new student shadow a local church staff member who has a similar calling and ministry description to the one that a student thinks they have. They should formally request the privilege to shadow that staff member for 10 hours per week for a month. The student’s main job is to follow the staff member around during their daily job duties and observe and ask questions regarding what is going on and how things are done, observing proper procedures, people skills, communication skills, leadership skills and all aspects of the job. The student should ask the staff member to recommend which times would be most beneficial to shadow him/her to maximize effectiveness of the shadowing process. The student should take notes about their observations as well as write down any questions they may have that couldn’t be asked on the spot when it might interrupt what was going on. The student should also journal about their experiences and how it has helped to clarify their understanding of their own calling. When shadowing in a situation that demands pastoral confidentiality, the student or staff member should ask permission of the person being ministered to if it is alright for the student to observe the ministry session. The student should maintain the same standards of pastoral confidentiality as the staff member is required to do. If at the end of the shadowing month the student feels they need further exposure in a different area of ministry, they may request to shadow another staff member with a different ministry focus.

Making your Bible Institute campus child-friendly for students with children
Many students at Bible Institutes have young children. Many of them will need to bring their children with them while conducting business with the Institute staff and faculty. Taking a few small measures will go a long way to make these students feel that your really care about their whole family and will help children not to dread being dragged along on their parent’s school errands.

One of the first things that can be done is to have a small toy box in the school office so kids can occupy themselves while their parent is busy. Inexpensive toys form Happy Meals or the cheap toy section at
the local drugstore or discount store is perfect for this. That way if a toy is lost or accidentally taken, there is no great loss. But better yet, if a child is really enjoying playing with the toy, you can offer for them to take it home with them when they leave. This will score major PR points with both parents and kids.

Another thing that can be done is to include a small section of children’s books and videos in the school library for them to look at, check out, or watch while they are at the school. This also doubles as a resource section for children’s ministry and children’s sermon preparation. Again it goes a long way in making kids and their parents feel welcome at the school.

ONE THING THAT NEEDS TO BE STRESSED IS THOUGH CHILDREN ARE WELCOME, PARENTS SHOULD NOT BRING THEIR CHILDREN WITH THEM TO CLASS OR ON ERRANDS IF THEY ARE ILL. ILLNESS SPREADS VERY QUICKLY IN A CLOSE KNIT INSTITUTE ENVIRONMENT.

At least a few times a year, include the whole family in school sponsored events, like the Christmas party, picnics, beach outings, and other social gatherings. This helps to create a family atmosphere for all the students and helps the families feel good about the school where the parent and/or spouse is spending so much time and money.

The Institute should try as much as possible to align their school calendar with the local school district calendar, including holidays. However, despite your best efforts, there still will be times that children are home from school but their parents need to go to class. Many students find it hard to get a babysitter under these circumstances, since there are lots of parents looking for sitters for while they are at work on these days. This is also true of parents with home-schooled children who need to be in class when their spouse is at work. Each school will have to make its own policy concerning bringing children to class, but here are a few solutions that have worked at other institutes/colleges.

1. If a child is well-behaved and can sit quietly reading or doing homework, you might be able to allow students to bring their children to class on these days, as long as they behave and as long as they are supervised.
2. Another option is to allow older children to study in the library or watch videos in the library with headsets while the parents are in class, as long as the librarian is present to supervise and does not mind looking out for the kids, to make sure they are safe and not getting into trouble. If child misbehaves, they will not be welcomed back the next time and may be requested to leave if they are making a major disturbance.
3. Another option is to hire someone to watch the kids in an unused classroom and have parents each pay a portion of the babysitting fee for the day.

Building School Identity and Growing School Spirit

School Identity

One of the biggest challenges that every new school faces is how to develop school identity, a special sense of belonging, community and pride. School identity is a very difficult thing to define, perhaps because ultimately, it defines the school. Part of that identity will initially be set by the school staff and faculty. But once the school is in operation, it will be the students themselves who develop the strongest aspects of school identity. They will develop a culture and a legacy that will be handed down from generation to generation of students. It will also be a significant part of how the school is perceived in the outside community. As Institute leaders, it is very important that you guide how that identity is shaped. Examples drawn from one school are used to illustrate how each of the elements that build school identity relate to each other may be found on Handbook pages 7.16-25.
School Mission
A school mission statement is a clear, concise explanation of intention or mission. This will help your school develop a clear sense of identity and purpose. The mission statement will become a guide that determines the direction in which the institute develops. It will determine the courses that are included in the curriculum, the type of instruction that is used, the criteria for selecting personnel, and all the other details related to the Institute. It is the standard or guidepost by which all decisions are made. In other words, the mission statement should be used to keep the school on target. (Instructions on how to write a mission statement and sample mission statements are found on pages 46-47 of this manual)

The school mission statement should be prominently displayed throughout the school, in the office, library, and every classroom. It should be printed in every course syllabus, and faculty should take time at the beginning of the course to talk about how that particular course relates to fulfillment of the school mission. It should be printed in every catalog and brochure and advertising piece. New students, staff and faculty should be required to memorize the mission statement as part of their orientation. Every single decision made by the staff and faculty should be evaluated in light of whether it contributes to fulfillment of the school mission. This will create a unity of purpose and direction for the school.

School Core Values
In addition to your mission statement it is very helpful to develop a set of core values. These are the foundational and operational values of the school community that determine how the school mission is accomplished. They will give you a clearer sense of direction and identity. They will shape who you believe yourselves to be becoming, as well as define what knowledge, skills, attitudes, and character traits you desire your graduates to possess when they have completed their program of study at your school, and what methods you believe are best to accomplish this purpose.

School Motto
A school motto is usually a very short phrase or sound bite that capsulizes the school mission and purpose in a short catchy phrase. It should be easy to say and easy to remember. It should be used on the cover of the catalog and in every brochure and all advertising, including audio and video ads.

Official School Seal
The official school seal is a legal logo of the school and should be trademarked and copyrighted. It should appear on all legal documents, letterhead, business cards, transcripts, grade reports, diplomas, official documents, Registrar’s seal, Officers of the Corporation seals, and all school publications and advertising. Different variations of the seal will be necessary for different purposes:

Sample School Seal (in all of its forms) from Pacific Rim Bible College

![Green & Gold Logo](Logo1.png)
![Black Gradient logo](Logo2.png)
![Single Color Gradient logo](Logo3.png)
![Grayscale logo](Logo4.png)
![B/W Outline logo](Logo5.png)
• The single color gradient logo is usually used on letterhead and transcripts and business cards.

• The B/W outline logo is used for raised rubber seals used by the Registrar and officers of the Corporation and Board. It is also good for engraved plaques, especially when laser engraving on wood or metal. It is also used for embossed/debossed printing of the logo on gold foil like on a pen or pencil or gold foil printing on a coffee mug.

• The two-color logo is used in all color publications, on diplomas and graduation announcements, foil seals, bumper stickers and window decals, school posters, banners and awnings, and occasionally on some t-shirts and more formal logo wear and logo items used for formal recognition (engraved plaques, mugs, notebook covers, embroidered patches on shirts and briefcases).

• The Black Gradient logo and the simple grayscale logo are used in all black and white documents.

Official School Mascot
The school mascot is usually chosen by one of the early classes of students when they feel it is time that the school had an official mascot. There is often a connection between the school mascot and the development of the popular school logo. The mascot takes on more significance when the school develops athletic teams, but it just as easily could be used to identify the school worship team, mission teams, or community service teams when they go out from the school to minister or serve in the community.

Official School Colors
School Colors are usually chosen by the founder of the school and there is usually some symbolic significance to why each of the colors were chosen and what they represent. These should be the primary color scheme in all school color publications, catalogs, brochures, trade-show displays, posters and banners, logo wear, t-shirts, and assorted logo items.

Popular School Logo, logo wear, and logo items
The School seal, though the official school logo for legal purposes, is often too complicated to use on clothing and other logo items. It is also not good to use the official school seal on informal items, since it will tend to cheapen the overall impact of the official school seal. So most schools develop a simplified version of the school seal elements or of the school mascot that is less formal and less complicated than the school seal and more appropriate for informal use on clothing, especially embroidered logo wear shirts and shorts and t-shirts, and other logo items like backpacks, notebooks, lanyards, key chains, bumper stickers, window decals, mugs, cups, beanies, towels, etc.

The school should encourage students, staff and faculty to purchase logo wear by pricing it just above cost. Or the school can provide logo wear as gifts to faculty and staff and to students and prospective students as prizes at school events. Staff, faculty and students should be encouraged to wear logo wear as often as possible out in the community, when serving in ministry at their local churches, especially when working with Junior High and Senior High students and with college age adults. They should be encouraged to put decals or bumper stickers on their cars. Again these are cheap to produce and should be given away free to students at orientation. It is very inexpensive advertising for the school.
Use logo items as gifts and awards for faculty, staff, Board, volunteers and outstanding students. This is a big morale builder and they are proud to use the items out in public.

**Official School Scripture**
Another important unifying factor that shapes school identity is the official school scripture. This should be chosen carefully. There should be a clear connection between the mission of the school and the official scripture. It may also be related to the founding purpose of the school and the core values. The school scripture should be found on the school seal. It should be featured in the school catalog. It should be read at every new student orientation and the first chapel of the year. It should be read at every graduation. It should be featured on posters or plaques on the walls of the school classrooms, lounge, and library, etc. Every member of the school community should become thoroughly familiar with the school scripture and should know it by heart if it is short or know where it is found if it is longer in length.

**Songs and Cheers**
Songs and Cheers are easily memorized and fun to perform. In most schools, the official school song, fight song, Hymn to the Alma Mater, and School cheer are written by students in the first graduating classes or by early faculty members. These too can be a unifying element in developing school identity. The school song or Hymn to the Alma Mater should be taught to all new staff, faculty and students at orientation, and they should be sung at all formal school gatherings, especially the first chapel of the year and at graduation. School fight songs and cheers should be taught to all new staff, faculty and students at orientation, and are usually sung or cheered at athletic events or for less formal school events. School songs and cheers are not easily manufactured. They usually are birthed under special inspiration, when a big event is coming up and someone wants to make it extra special, or a student or faculty member is inspired by some great event in the life of the school, or because the students want to leave a legacy for those who come after them and get together to write the song or cheer.

**Official School ID card**
Another element in developing school identity is the official school ID card. This identifies them as a registered student or staff and faculty member at your school. Many local businesses and online stores provide student or academic discounts for currently enrolled students and staff and faculty at schools and colleges.

**School History and School Lore**
It helps students, staff and faculty to identify with the school, if they know about those who have gone before them at the school. Take time to write down the history of your school as it develops and include it in orientation materials for all students, staff and faculty. Don’t just write down the formal history of the school, but also the popular history of unique events and people, what comes to be known as the lore of the school.
Applying for Certification
as a Foursquare Ministry Training Institute

Application for Certification—It is recommended that any new institute or school of ministry that desires to be recognized as Certified by Foursquare Ministry Training apply for certification prior to offering its first classes. However, the Application for Certification by Foursquare Ministry Training may be completed at any time. It should be completed and finalized by December 31, for recognition at the Annual Foursquare Ministry Training Symposium held each year in February. This form is available for download in writable pdf format from the Foursquare Ministry Training Institutes Website under Forms and Application. A $100 Application Fee must accompany the application.

INTERNATIONAL CHURCH OF THE FOURSQUARE GOSPEL

Foursquare Ministry Training Application for Certification

As defined on pages 13-24 of this manual, we plan to start a Bible Institute that will operate as a:

☐ School of Ministry  ☐ Formal Bible Institute
☐ Non-Formal Bible Institute  ☐ Church-Based Bible College

Name of Institute/SOM/College ___________________________ Date ____________

Church ___________________________ Pastor/Administrator ___________________________

Address ___________________________ City ___________________________ St ___ Zip ______

Phone ___________________________ Email Address ___________________________

Website Address, if applicable ___________________________________________________

Do you want your website to be listed on and linked with the foursquare.org site? ______ Yes ______ No

Proposed Start Date ___________________________________________________________

I. ORGANIZATIONAL / ADMINISTRATIVE MATTERS
   A. List your three main reasons for wanting to be Certified by Foursquare Bible Training:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

B. Please attach the mission statement for your Institute/SOM/College.

C. Is your Institute/SOM/College to be affiliated with Foursquare Emerging Leader Network or Ignite? _____ Yes _____ No
D. Has an administrative committee been established to oversee the school? ___ Yes ___ No
   (See page 74)
   Is the Senior Pastor the Chairman? ___ Yes ___ No
   Does the administrative committee consist of at least five members? ___ Yes ___ No
   Is at least one person (other than the Pastor) a church council member? ___ Yes ___ No
   Does this committee meet at least once a month? ___ Yes ___ No
   Are all financial decisions of this committee reviewed by the council? ___ Yes ___ No

   Please explain all “no” answers on a separate, attached sheet.

   List names of the current administrative committee:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

E. Who is the Director/Dean of the Institute/SOM/College?

   ________________________________

   State experience and educational qualifications:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

F. What tuition rate has been determined and approved by the school’s administrative committee?

   __________________________________________________________

II. EDUCATIONAL MATTERS:
   A. Please Attach Documents: (Catalog, schedule, calendar, etc.) that contain the following information:
      • A description of the school’s approach to instruction: formal, non-formal, or combination.
        (See pages 25-30 for a definition of formal and non-formal instruction.)
      • An explanation of how the Institute/SOM/College will meet the required hours of training.

      Please include the following:
      • A brief description of each course offered.
        If the Systematic Theology classes as listed on pages 50-51 of this manual are not being taught, please also describe how the content of those classes will be covered.
      • A description of total class time.
        Include the length of each class in minutes, how many times a week the class will meet, and the number of weeks it will meet.
      • A description of non-formal training, if it will be included as a part of the required hours.
      • A list of faculty members and their qualifications, including education and experience.
Application for Certification

B. Check yes or no after each of the following statements:
   Yes   No

   Admission criteria reflect the mission of the Institute/SOM/College.  __   __
   Each entrant has a high school diploma or the equivalent of a high school diploma.  __   __
   The attendance policy requires students to attend at least 80% of the class sessions.  __   __
   The textbooks and instruction are college level.  __   __
   Tools for evaluation include exams, papers, reports, and projects.  __   __
   Course outlines are developed for each course taught.  __   __
   An academic scoring system has been established.  __   __
   All student records are kept permanently and stored in a confidential secure and fire-safe place.  __   __
   The Institute/SOM/College has an on-site library.  __   __

   Please explain all “no” answers on a separate, attached sheet.

C. If you are pursuing the possibility of the credits from your Institute/SOM/College being transferable, please answer the following questions:
   Are you in dialogue with an institution? Which one? __________
   Do you currently have a Letter of Articulation from that institution? _____ Yes _____ No
   If yes, please enclose a copy of that agreement.

III. DENOMINATIONAL MATTERS
   A. What percentage of faculty members and administrators are active members of a Foursquare Church? ______ If not 100%, please explain __________________________
   B. Does your communication, both oral and written, affirm the following facts?
      • Licensing is a church function and is handled by the district offices.
      • Graduating from a Bible Institute/SOM/College does not necessarily qualify a person for licensing.
      • A person must meet all of the standards for licensing which are set by the district office that serves the area in which he/she resides. _____ Yes _____ No

IV. LEGAL MATTERS  
   Check Yes or No
   A. The State Department of Education has been contacted and all requirements met. ____Yes__ No
      Please enclose a copy of documentation.
   B. Insurance carrier, if other than ICFG, has been notified and insurance procured to cover the school.  ____Yes__No
   C. Separate bookkeeping has been set up for the Institute/SOM/College.  ____Yes__No
   D. Catalog and/or brochures include or will include the non-discriminatory policy.  ____Yes__No
   E. We have read and will comply with the guidelines regarding truth in advertising.  ____Yes__No
      (Truth in advertising described on page 38 of this manual.)
The following resolution was presented by the pastor and agreed to by the church council:

RESOLVED: We petition the Board of Directors of the International Church of the Foursquare Gospel for permission to operate a Bible Institute, School of Ministry or Church-Based Bible College in conjunction with the local Foursquare church of ____________, understanding that all properties secured and buildings erected for the purpose of conducting such a school shall be held in the name of the International Church of the Foursquare Gospel, a religious corporation of California.

Signatures of Church Council:

______________________________________  ______________________________________

______________________________________  ______________________________________

______________________________________  ______________________________________

______________________________________  ______________________________________

______________________________________  ______________________________________

Signature of Pastor  Signature of Secretary

Committee Use Only:

Date Received: ______ Date Evaluated ______ Approved _____ Disapproved _______

Comments or Contingencies

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Please remember to include the $100.00 application fee, in the form of a check or money order payable to: The Foursquare Church.

Send completed applications to:

Foursquare Ministry Training
1910 W. Sunset Blvd. Ste. 500 P.O. 26902
Los Angeles, CA. 90026-0176
(888) 635-4234, ext. 4248
institutes@foursquare.org
Appendix A: Foursquare Ministry Licensing Process and Interview Questions

The following excerpt from the Foursquare Licensing Process Guide provides an introduction to the Foursquare licensing process. For more information, please contact the appropriate Foursquare District Office or Administrative Resource Center.

Foursquare Ministerial License: First-Time Applicant Overview

This is a guide that will walk you through the Foursquare license application procedure and introduce you to the licensing interview process. Please take time to read through this overview and the following instructions thoroughly. In the coming weeks, you will become increasingly familiar with the Foursquare family, and how we prepare and release ministers. Here are the steps that will take you toward being credentialed as a licensed Foursquare minister. Please understand that licensing and appointment are interdependent processes, as explained below.

• Application — The process begins when the applicant requests an application form (MP-1) from the Administrative Resource Center (ARC).

  a. The application form (MP-1) provides the personal information that will assist the district supervisor, candidate coach and district interview panel with the necessary information to evaluate each applicant’s qualifications for licensing and appointment to a Foursquare church. Completion of the application and interview process does not guarantee licensing or appointment but are necessary steps to determine the applicant’s readiness for Foursquare ministry. (NOTE: Graduates of two-year Certified Schools of Ministry, Certified Institutes and Certified Church-Based Bible Colleges are eligible to apply for the International Ministerial License upon graduation.)

  b. The application form (MP-1) is accompanied by an instruction sheet that has a checklist of all the documents that you will need to complete or supply in order to make application for a Foursquare license. The instruction sheet also contains the phone number and e-mail address of your Administrative Resource Center. Your application package will not be completed and ready for review by your district supervisor, until all of these items have been received by the ARC. Applicants have up to six months to submit all of the required documents. Applications and supporting documents will be returned to the applicant at the end of six months if the package is not completed by that time.

• Acceptance Decision — Upon receipt of a completed application, the district supervisor will decide whether or not to accept the applicant as a candidate.

  a. If the applicant is accepted as a candidate, the district licensing point person will assign a coach and notify the ARC accordingly. The ARC will notify the coach of this assignment and will send either a letter or an e-mail informing the candidate of the identity of the coach. The ARC will also send to the candidate the “Foursquare Licensing Process Guide,” which contains 35 discussion guides.

  b. If the applicant is not accepted as a candidate, the district supervisor will notify the applicant.

• Coaching — The coach will arrange a schedule of meetings to help the candidate prepare for the interview; this preparation will include using the discussion guides and interview questions contained in the Foursquare Licensing Process Guide. There are 35 discussion guides, 23 for
doctrine and 12 for polity. The coach does not necessarily have to go through every discussion guide with every candidate; however, the coach must ensure that every candidate is adequately prepared for licensing. Throughout the series of meetings, the coach will ask all the interview questions contained in the doctrinal, practical and polity sections; help the candidate understand the questions; guide the candidate into further study where needed; and assess the suitability of the candidate’s answers. The time-span needed for coaching will vary, depending on the candidate’s level of advance preparation. Some candidates will adequately answer the questions in just a few meetings, while others may need to read further on particular subjects.

- **Polity Self-Study**—While the candidate is being coached in preparation for the licensing interview, the candidate should enroll in and pass an online polity course. If the candidate does not have online access, study materials will be sent to the candidate. A certificate of completion will be issued to the candidate upon passing the course, and the fulfillment of this requirement will be noted in the candidate’s file as a pre-requisite for scheduling an interview panel. The 12 discussion guides included in the polity section of the manual will be part of the candidate’s coaching sessions, and those guides will provide potential questions for the interview. The majority of the polity information will be learned through and certified by participation in the online course.

- **Interview**—When the coach is satisfied that the candidate is ready, the coach will notify the ARC, which will notify the district licensing point person to arrange the interview. The point person will form the interview panel and will inform the candidate, coach, interview panel and ARC of the location and time. The point person will also designate an interview host, usually the point person or a member of the interview panel. The point person will inform the ARC of the identities of the host and the members of the panel; the ARC will then provide the host with licensing interview worksheets. In some cases, the supervisor may allow the coach to invite ministers to serve on the panel; in other cases the supervisor may choose to appoint the panel.

- **Approval**—Upon completion of the interview, the host will direct the panel members to complete the licensing interview sheets, assessing the candidate’s suitability for licensing; the host will mail or e-mail these evaluations to the ARC, which will forward them to the district supervisor. It is important for all parties to remember that it is the supervisor, not the interview panel or coach, who will make the final decision to issue a district license or to make a recommendation to the board for a candidate to receive an international license. The host will also collect and shred all copies of the license application and recommendation forms from the interview panel.

- **Notification**—If the candidate is approved, the ARC will notify the candidate by letter or e-mail, and will send an invoice for the annual license fee. If the candidate is not approved, the district supervisor will notify the candidate. If the reason for not gaining approval is lack of maturity or weakness on a minor issue, the district supervisor should coach the candidate in areas of possible improvement and advise the candidate regarding pursuing licensing in the future.

- **Appointment**—Before being issued a license, a person must first have an appointment to a ministry position. In Foursquare, licensing and appointment are concurrent. A Foursquare license requires a Foursquare appointment, and a Foursquare appointment requires a Foursquare license. In the case of a candidate who has successfully completed his or her application and interview, but still has not received an appointment, the issuing of a license will be postponed until an appointment has been made.
Foursquare License Interview Questions

Doctrinal Questions
1. The Holy Scriptures
   What is your view of the inspiration and authority of the Bible? What role would the Scriptures play in your ministry? What are your beliefs about the biblical record of creation; of the virgin birth of Jesus?

2. The Eternal Godhead
   How do you define the Eternal Godhead? What is your perspective on the functions of the Persons within the Holy Trinity? How do you explain the incarnation of the Son of God?

3. The Fall of Man
   What do you believe about the nature of mankind? What are the implications of "the fall" of Adam and Eve in the Garden of Eden? Do you believe there is a real and personal devil? What is your view of demon activity in the Bible and today?

4. The Plan of Redemption
   Discuss the event of the crucifixion: What is the significance of the shed blood of Jesus and of His death on the cross? Why was He uniquely suited to be our Savior? How does His work on the cross address each dimension of human need? Define your view of the resurrection of Jesus Christ, its meaning, and the implications for all who believe.

5. Salvation through Grace
   What does the New Testament mean by being "justified by faith"? What benefits does God give to people who are justified? What place should good works have in a believer's life?

6. Repentance and Acceptance
   What are the nature and significance of repentance? Is repentance essential for salvation?

7. The New Birth
   What are the nature and implications of the new birth? What must a person do or believe to be born again? What personal changes should we expect after a person is born again? Can a person backslide, apostatize, and be lost? If so, how?

8. Daily Christian Living
   How does the call to holiness (sanctification) relate to New Testament believers? What does "legalism" mean? How do the Ten Commandments relate to believers today? What counsel would you give someone who is trapped in an addiction?

9. Water Baptism and The Lord's Supper
   Water Baptism: Is it important to be baptized by immersion in water? Why or why not? What takes place when a person is baptized? How will you teach and practice water baptism? When a person who was baptized as an infant comes to personal faith, is it necessary for him or her to be baptized again? What is your understanding of the meaning of Jesus' baptism in water?

   The Lord's Supper: Is it important for a Christian congregation to take Communion together? Why or why not? In your view, what separates this practice as a mere ritual from its observance as a
ministry attended by God's presence and power? How will you teach, practice, and administrate the Lord's Supper among the people you lead?

10. The Baptism in the Holy Spirit
What do you believe the Bible teaches about Pentecost as the fulfillment of "the promise" referred to by Jesus (Luke 24:49; Acts 1:4, 5)? What terms does the Bible use to describe this experience? Does the Bible teach that this event continues to be available to every Christian today? How will you teach this subject and lead people into Spirit baptism?

11. The Spirit-Filled Life
What does it mean to be "filled with the Spirit" (Eph 5:18)? How will you help people walk in Spirit fullness?

12. The Gifts and Fruit of the Spirit
What is your definition of the gifts and fruit of the Holy Spirit? What is your view of spiritual gifts? How will you teach and administrate the operation of the manifestations of the Spirit (1 Cor. 12:8-10)? How will you encourage people to grow in the fruit of the Spirit?

13. Moderation
By moderation we mean walking a middle line between cold, powerless, unexpressive religion on the one hand, and wildness, hysteria, screaming, or other unseemly manifestations on the other. Is moderation an important value to you? In what ways do you express moderation in your ministry?

14. Divine Healing
Why did Jesus heal the sick and cast out demons? How do healing and deliverance relate to your understanding of the Kingdom of God? What is the scriptural basis for the healing ministry of the church today? How will you incorporate both healing and deliverance in your ministry?

15. The Second Coming of Christ
What is your understanding of the promise, timing, and manner of the second coming of Jesus Christ? Briefly describe your view of the end times. Do you believe in the literal resurrection of believers? What is the Millennium?

16. Church Relationship
Do you feel it is important for a believer to identify with and join himself or herself to a local church? Why or why not? What does it mean for the Foursquare Church to be "inter-denominational in spirit"? If you are a senior pastor, how will you participate in the district extension tithe, missionary giving, and ministers' gatherings?

17. Civil Government
What attitude should a Christian have toward civil government? If you are a senior pastor, how will you involve your congregation in civic community life? Is it appropriate for a congregation to take a formal public position on political questions? Why or why not?

18-20. Judgment, Heaven, and Hell
What is your view of the final judgment? What is your view of heaven? What is your view of hell? What is your view of the eternity of these issues? What about those who have never heard the gospel? What happens to a believer's spirit when he or she dies?
21. Evangelism
What is your view of the Great Commission? What are your convictions about the need to spread the Gospel? What is your view of the spiritual condition of an individual without Jesus Christ? Describe how you might extend an evangelistic invitation in a public service.

22. Tithing and Offerings
What do you believe the Bible teaches about tithes and offerings? How do these principles apply today? What is your personal practice concerning tithes and offerings? Do you believe the principle of tithing can apply to a church as well as to an individual? Will the church you pastor tithe to our denomination?

23. The Security of the Believer
Can a person backslide, apostatize, and be lost? If so, how?

Practical Questions
1. Briefly describe the circumstances that led to your salvation. When did you receive Jesus as your personal savior and what was the most remarkable change that you experienced when He came into your life?
   This question, will serve as an introduction and allow for discussion of the candidate's personal life, conversion, and significant personal issues.

2. In candidly assessing your own life, what are the areas of weakness or temptation that will require care, personal discipline, or accountability?
   This question will give opportunity to discuss the candidate's personal vulnerabilities and ways in which he or she avoids stumbling.

3. Please describe your call to vocational ministry. What has assured you that you are fulfilling the revealed will of God for your life?
   The candidate will have all opportunity to share why he or she feels called to vocational ministry as distinct from the ministry all believers share.

4. What was your personal experience in receiving the baptism in the Holy Spirit? How might you lead someone in receiving this gift? What is your personal expectation regarding speaking in tongues when you pray for someone to receive the baptism in the Holy Spirit?
   This question will allow the candidate to share his or her personal experience with the Holy Spirit, while helping us to understand his or her theology, expectations, and ease in leading others in the baptism in the Holy Spirit.

   a) What part does each of these have in your private devotional life with God?
      a. Praying in your "known" language
      b. Praying in your "spiritual" language
      c. Listening to music or playing an instrument
      d. Singing
      e. Vocally praising and worshiping
      f. Reading Scripture and devotional material
      g. Quietly meditating and reflecting
      h. Fasting
      i. Offering your finances, material possessions, and time
The intent of these questions is to ensure that the candidate has a personal and balanced life of worship. He or she must understand that this is the well from which ministry flows.

6. Tell us about your marriage and your family. In what roles, if any, will your spouse and family serve with you in vocational ministry?
   This question opens the door to discussion of the health, strength, and balance of the candidate's family as well as his or her expectation of the support and participation of family members.

7. Tell us about your personal finances and your family budget. Do you have health insurance? What is your retirement strategy?
   This will allow for discussion of the wide range of issues related to personal finances and the way the candidate thinks about money, debt, savings, and financial planning.

8. How do you balance the various demands that ministry places upon you while still caring for your family and your own personal needs?
   This will invite consideration of priorities, balance, and personal decision-making.

9. Give us an example of someone you have led to Christ. If you met someone today who was open to receive Him, how would you explain the gospel to that person?
   The focus here is ensuring that the candidate is personally committed to winning the lost and that he or she can help others win the world to Jesus.

10. Tell us about a time when you prayed for a sick person who was healed by the power of God. Tell us about a time when you prayed for a sick person and observed no apparent healing. What did you tell that person?
    This discussion will allow us to consider the candidate's theology related to healing and the difficulties that come when some are not healed as we expected.

11. What education or specific training have you received that has prepared you to serve in vocational ministry? Define the term "life-long learning." How might you ensure that you will be a life-long learner?
    This question will invite discussion of the candidate's plan to grow in insight, learning, and competence throughout his or her ministry.

12. What are your views concerning women in ministry? Have you read the document, "Women in Ordained Leadership Ministry" (a position statement for the International Church of the Foursquare Gospel)?
    Once the candidate has read the position statement, the role of women in ministry should be discussed to see if he or she agrees with the principles found there.

13. Describe a time when you had a significant conflict with someone in the church. What steps did you take to resolve it? How would you handle a situation in the church where resolution of a conflict is not possible?
    Conflict is a reality, and skills to address conflict and move people toward resolution are essential in a church context. Additionally, how a pastor deals with such situations may indicate his or her level of spiritual maturity or leadership gifting.
14. What sorts of behaviors or attitudes should be disciplined by a church? Have you needed to discipline someone? What were the circumstances that led to the discipline? Who was involved in the decisions and process? What Scriptures informed your method of discipline? What steps were taken and how was it received by the one disciplined?
   This question invites discussion of church discipline in theological and practical terms. It will allow for consideration of how the candidate intends to ensure that the congregation is well cared for and protected from the "wolf" or the ungodly.

15. Preaching seeks to declare God's Word in a way that helps people to understand (Romans 10:14). What steps will you take to ensure that the messages you preach are relevant and effective?
   a. What process would you follow in preparing a sermon or teaching?
   b. What is the goal of preaching?
   c. How do you prepare yourself to preach?
   d. What causes preaching or teaching to become prophetic?
   e. Describe your method for interpreting and applying Scripture in your ministry.

The issue here is how to preach sermons that people can relate to and apply to their lives. Can the candidate assess the needs of a community and contextualize the message so people can hear and understand it?

16. How would you counsel someone in the following situations?
   a. A person who asks for permission to divorce a spouse
   b. A person who wishes to be married again after previously being married and divorced
   c. A person who confesses to being involved in sexual immorality
   d. A person who received the Lord many years ago, then fell away and lived a life of bold sin, and now wants to be restored to the church
   e. A person who informs you that he or she has strong suspicions that a child in your church is being abused (Pay particular attention to legal issues.)

This question will help us sense how the candidate will apply the Word of God to some of the recurrent and painful issues faced by pastors.

17. Tell us about your present relationships that provide accountability, safety, and counsel. What are the qualities of your most trusted confidant?
   Ministry can be built, in part, on talent, but it is maintained over the years by character and accountable relationships with others. This question asks the candidate if he or she is presently in some accountable relationship.

18. What is your attitude toward submission to authority within the context of a denomination? How would you respond if disciplined?
   This question addresses a person's willingness to comply with Foursquare bylaws, declaration of faith, and polity.

19. If you were guaranteed three years of relationship with a new believer, how would you equip and disciple him or her toward spiritual maturity?
   Discipleship is a single term for a multi-disciplined process. Is the candidate aware of this, and can he or she guide and oversee a discipleship process?
20. The finest leaders do not lead alone but build teams of people who work together to fulfill the mission. Please explain how you would perform each of the following tasks.
   a. How would you intentionally develop teams in your church?
   b. How would you select team members?
   c. How would you multiply leadership and ministry teams?
      This will help to assess the candidate's ability to intentionally build a ministry team.

21. What are the qualities of a healthy pastor? What are the qualities of a healthy church? How would you assess yourself in light of Paul's qualifications defined in 1 Timothy 3:1-12 and Titus 1:5-9?
   This question invites discussion about a wide range of issues and possible answers. It will be significant to note what is said and not said with respect to this question.

22. What steps will you take to intentionally plant new churches?
   This question will help determine if the candidate has a strategy that includes the planting of new Foursquare churches.

23. As a senior pastor, how would you lead your congregation in fulfilling the mandate to "go into all the world"? List the activities that you think are essential components of this process.
   This will help determine if there is a strategy to involve the congregation in the task of worldwide evangelism.

24. The New Testament depicts a church composed of men and women from diverse backgrounds. What steps would you take to bridge the cultural, generational, and socio-economic divisions within a local church?
   Every church faces its own set of demographic challenges, so there is no "right" answer to this question. We hope that the candidate will demonstrate cultural sensitivity, express a heartfelt determination to welcome people from diverse cultural backgrounds, and be willing to develop special ministries or plant new congregations in order to reach across cultural barriers.
   (Language is part of culture, so I see no reason to mention it specifically.)

Polity Questions

24. Life of Aimee Semple McPherson
   • What was the most influential factor in the life of Aimee Semple McPherson? How can that same factor affect your ministry today?
   • How did faith play a role in the life and ministry of Aimee Semple McPherson?
   • What different means of Christian education did Sister McPherson use? Can we do the same kinds of things today?

25. History
   • What do you believe is meant by "inter-denominational and world wide evangelism" as stated on the cornerstone of Angelus Temple?
   • Briefly explain the role of The Echo Park Evangelistic and Missionary Training Institute/LIFE Bible College in the preparation and training of pastors in the first fifty years of the Foursquare Church and the leadership of the Foursquare organization. What changes have been made to make it possible for a wider group of people to be pastors and leaders? How does this part of our Foursquare history affect your ministry in the Foursquare Church today?
   • What "cutting edge" ministry models are you able to use in your place of ministry that make a difference in the church? Please explain.
26. Foursquare Imagery
• What do the colors of the stripes in the Foursquare flag represent?
• What is significant about the order of the stripes in the Foursquare flag?
• What do the cross, dove, cup, and crown represent?
• What is the proper order of the symbols? Why is the order important?

27. Foursquare Family
• How are various local Foursquare churches in relationship?
• What are the responsibilities of the district supervisor and how does that affect your ministry?
• What are the requirements of every Foursquare church?
• How do Foursquare churches work with the ARCs?

28. Governance
• What is the difference between Episcopal, Presbyterian, and congregational forms of government?
• What are two ways that the Foursquare church has "modified" the Episcopal form of government?
• In what three offices does the Foursquare church give authority to individuals?
• What are the main governing functions of each of the following?
  • ICFG convention
  • Board of directors
  • Church council
• Who selects a pastor for a local Foursquare church?

29. ICFG Structure
• Why is ICFG a corporation?
• What is the relationship between ICFG and a local church?
• What are the roles of the convention body, the board of directors, and the executive staff?
• What are the three major branches of ICFG that are arranged under the direct oversight of the president?
• What are some distinctives about the structure of ICFG?

30. Policies and Processes of a Foursquare Churches and Ministers
• What are the financial responsibilities of a Foursquare church?
• What is the first step involved in a property transaction?
• What are the purposes, responsibilities, and benefits of being a licensed minister?
• What is the relationship between licensing and appointment?
• What are some areas in which a church may encounter legal issues, and what should a pastor do if such issues arise?

31. Benefits of being Foursquare
• What is unique about the Foursquare family? Please answer in your own words.
• What is your understanding of the role of district supervisors in relation to pastors and churches?
• What core value of the Foursquare movement does the church multiplication initiative address and how does it go about fulfilling that value?
• How is Foursquare Missions International fulfilling the Foursquare mission of "world-wide evangelism"?
• How does the corporate ownership of all church properties and equipment protect and benefit Foursquare congregations?
• What is the highest body of responsibility in the International Church of the Foursquare Gospel? Why?

32. Child Safety
• Why should we have a child safety program in our church?
• What is the best process to follow in developing a child safety program?
• Who is responsible to report to the authorities when abuse has been reported to the children's workers at the church?

33. Foursquare District Extension Tithe
• How have the ministers and churches of the Foursquare movement chosen to fund the various ministries, services, and departments of ICFG?
• Upon what is the amount of a Foursquare church's district extension tithe based?
• What percentage of the annual district extension tithe given by Foursquare churches is used for district and field support? For church planting? For resources provided by the national church office to Foursquare churches and ministers?
• Why do the Foursquare bylaws authorize the board of directors to establish special funds?

34. Fundable Church and Compliance Issues
• What is a fundable church, and what are the practical consequences of fundability?
• For what period of time is fundability measured?
• Why does ICFG believe that compliance is important?
• What resources are available to a church to assist with the practical steps of compliance?

35. The Role of the Administrative Resource Center
• Why does ICFG establish administrative resource centers?
• What are the primary tasks performed by an administrative resource center?
• What is the relationship between a district and an administrative resource center?
God is raising up men & women who will take the baton of godly character, authentic faith, & servant-hearted leadership into the next generation.

Making Disciples

Serving the Foursquare church through support, consultation, networking, and training

Foursquare Ministry Training
Rev. Glenn Burris, General Supervisor
Dr. Daniel Hedges, National Director, Foursquare Ministry Training

1910 W. Sunset Blvd. Suite 500, P.O. Box 26902 Los Angeles, CA 90026-0176
E-mail: institutes@foursquare.org • Voice 213.989.4530 • Fax 213.989.4554