

**Open Latch Education Foundation**

# **Accreditation Manual**

**for the  
Faculty-School System**

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**Our mission is to maintain requirements that ensure the quality of colleges in the Faculty-School System and to integrate these colleges with lay communities so that students can have viable options for ethically priced higher education.**

**ARTICLE SET 1**

**GENERAL REQUIREMENTS FOR  
ALL FACULTY-SCHOOL COLLEGES**

The following articles concern the essential nature of any organization that is accredited by OLEF for the purpose of providing certificates, degrees, diplomas, or awards.

- 1.1) A faculty-school college can also be known as a faculty-group college, a faculty-group institution, a faculty school, a microcollege and so forth. In general, the phrase “faculty school” can be synonymous with “faculty group.” In this document, “faculty school” is preferred. The words “school” and “college” can also be used as stand-alone terms for the faculty-school college if it is clear that they refer to faculty schools. The term “university” is not permitted.
- 1.2) A faculty-school college must have a director, a co-director, and an assistant co-director (referred to collectively as “directors” although the prefixes are

designed to show rank), and all three must be actively involved in teaching for the school. That is, there can be no director that is not an active faculty member. However, there may be faculty members who are not directors (see below). The labels “President” or “Chancellor” are not permitted.

- 1.3) A faculty-school college must have a Board of Advisors that has at least three advisors on it that are not simultaneously listed as faculty members.
- 1.4) It must be legally registered as a nonprofit in its respective state with an EIN number and must have a bank account in its own name. Whether it decides to pursue 501(c)(3) status from the Internal Revenue Service is its own decision.
- 1.5) It must be in general compliance with the laws of its respective state concerning the state’s regulations of higher-education institutions or organizations within that state, especially in relation to the exemption for a religious institution to operate and offer certificates, diplomas, or degrees in that state. If the state has no such legislation or if the legislation is adverse to a faculty-school college, that college can still operate if it clearly and prominently displays on its website that it does so according to its fundamental right to freedom of religious practice and training within a religious body.
- 1.6) If it operates as a stand-alone entity, it cannot own or rent buildings. If it is a Doing Business As (“DBA”)

entity under the legal umbrella of a larger nonprofit entity, the larger nonprofit can own buildings but the school itself must operate under its own self-sustaining budget, and no money from the school's tuition can go to pay for the buildings or other costs of the parent organization. Money can, however, flow down to the school from the parent organization on an ad hoc basis in terms of donations but should not form the long-term foundation for financial stability for the school.

- 1.7) A faculty school meeting the above requirements can also have the following, if it desires:
- (A) A branch school in a remote location that has at least 2 faculty, teaching either as classroom faculty or as mentors.
  - (B) A network of independent educators in remote locations that do one or both of the following:
    - a. Teach articulated classes or mentorship units. An articulated class (or unit) is a class that can stand as a replacement for another class. Independent educators should teach articulated classes so that if they (the independent educator) cannot complete the class, the students can quickly transfer into another's online class.
    - b. Teach a class while simultaneously recruiting and training a second faculty

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to do the same, for substitute purposes  
or to begin the development of a  
branch.

- 1.8) At least 80% of all tuition from a faculty-school college must go directly to its faculty. At least 15%, but no more than 20%, must go to the school for operating costs, and, if applicable, up to 5% of all of the school's revenue can be allocated for an annuity to the school's founder, payable up to the death of the founder. The founder's allotment is designed to be an incentive for the founding of new faculty-school colleges.
- 1.9) Anyone recognized by the directors of a faculty-school college as being commissioned to raise donations and other like non-obligatory (in terms of any type of repayment) funds for the school can be entitle to up to 30% of the funds raised as payment for the fundraising activity and also as an incentive for this person to raise more funding.
- 1.10) All faculty members of a faculty school must have the following documents on file with their school's directors:
  - (A) They must pass a background check and have that check on record with their affiliated school. This background check must be renewed every five years.
    - a. If a faculty member is criminally charged at any time, they must notify OLEF

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within 1 month of the incident. If they fail to do so, they will be barred from the faculty-school system for a minimum of 2 years.

- (B) They must have an updated resume on file with their associated school and have this resume posted on the web site. These resumes must be renewed every five years.
- (C) They must meet the further requirements of Article 1.11, listed below.

### 1.11) Concerning the teaching qualifications of faculty members:

- (A) If the faculty member is teaching in a BA program, they must have at least an earned Bachelor degree and a minimum of 5 years of professional, educational, or vocational experience in any field in order to teach. The BA or BS does not have to be in the specific area of the program as long as the director of the faculty school or one of the directors of OLEF agrees to the person's essential and independent qualification. (Two Associate of Arts degrees can equal a Bachelor of Arts or Science degree, for teaching purposes.)
- (B) If the faculty member is teaching in an MA program, they must have at least an earned Master of Arts or Science degree and a

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minimum of 5 years of professional, educational, or vocational experience in any field in order to teach. The MA or MS does not have to be in the specific area of the program as long as the director of the faculty school or one of the directors of OLEF agrees to the person's essential and independent qualification.

- (C) If the faculty member is teaching in a DA or PhD program, they must have an earned doctorate degree and a minimum of 5 years professional, educational, or vocational experience in any field in order to teach. The doctorate does not have to be in the specific area of the degree as long as the director of the faculty school or one of the directors of OLEF agrees to the person's essential and independent qualification.

1.12) The lead director of an undergraduate faculty-school college preferably will hold a graduate degree, but if they have only a Bachelor degree, that is sufficient if they also have at least 10 years professional, educational, or vocational experience in any field in order to direct.

1.13) At least one of the directors of a faculty school must meet at the school's general locale with an OLEF director or a core OLEF advisor in person at least once every 5 years, and the travel and accommodation costs must be paid by the faculty school. This is the "site

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visit,” and the OLEF director or core assessor will check the following:

- (A) Some or all of the locale of any land meetings (library rooms, church facilities, etc.).
- (B) Some or all of the faculty members of the school, beyond the school directors.
- (C) Some or all of the students involved with the school.
- (D) Some or all of the parents of the students.

1.14) A faculty-school college of any sort must have a web site that contains the following:

- (A) Full disclosure of the school’s nonprofit identity, programs, and policies.
- (B) A clear statement about the articulation of the school (that is, whether or not the credits earned would transfer to schools accredited by OLEF and also whether the credits would transfer to schools not accredited by OLEF).
- (C) Faculty blurbs, pictures, contact information, and resumes.
- (D) A list of the names of the Board of Advisors.
- (E) Clear overviews of the school’s programs. This clarity is especially important concerning whether the school is offering applied or non-applied programs, as reading, writing, and



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credit requirements differ between nonapplied and applied programs.

- (F) Clear descriptions of the school's mode of delivering instruction. That is, a school can be classroom based, mentorship based, or a hybrid mix.
- (G) A clear statement as to whether the school's programs are oriented toward job placement self-enrichment. If the programs are job-oriented, the school has to provide information on the web site as to the network in which a student can be assured serious consideration for employment.
- (H) All tuition and fee amounts must be posted, with a statement making the refund policy clear.
- (I) A clear explanation must be posted as to how to submit a concern or complaint with the Open Latch Education Foundation (OLEF) or with the Council of Oversight for Faculty School Accreditation (COFSA).

1.15) No faculty school can have more than 360 students, and the absolute maximum number a faculty member can oversee is 90. At the 360-student mark, the faculty-school college must divide itself into two separate, stand-alone faculty schools under different names from each other, and each of the two schools

must have its own papers of registration with the state in which it is operating. The split must be a 75-25% split, so that the original school stays with 270 students. This is to ensure the healthy start of the new school, assuming that in its early years 90 students is enough to sustain it until enrollment grows.

1.16) A student enrolls in a faculty school via the following process:

- (A) They receive a degree overview from the school's director via an attachment to an email.
- (B) They reply to the email, affirming that they accept the degree requirements and pricing outlined in the overview. The pricing must include tuition and fees.
- (C) The director then forwards a copy of the affirmation email with the attachment to the following email addresses:

olefcommencementdocs@gmail.com

cofsacommencementdocs@gmail.com

1.17) No certificate or degree, or the equivalent, can comprise more than 75% online credits. That is, at least 25% of the credits of any program that results in an academic certificate, degree, or award must be earned through land-interaction coursework ("land credits") as opposed to online coursework ("online credits").

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- 1.18) All credit loads for all certificates or degrees must accord with the thresholds on the Open Latch Table of Degree Equivalencies. (See Form 2 in our Forms Library on our web site.)
- 1.19) The academic year for all schools in the faculty-school system begins on August 11<sup>th</sup> of Year N and ends on August 10<sup>th</sup> of Year N+1. The academic year itself is to be divided into 5 terms. These 5 terms consist of 4 quarters of 8 work weeks each (not including interspersed holiday weeks and break weeks) and 1 summer session of variable length (at least 2 but not to exceed 8 work weeks).
- 1.20) All academic work for the faculty-school system is either applied or non-applied in its content. Non-applied coursework prioritizes reading and writing over the development of practical, career-oriented skills. Applied coursework maintains a balance of reading and writing with the development of practical, career-oriented skills. Two qualifications of this are:
- (A) Non-applied coursework may include practical, career-oriented skill, but the student spends most of their time in the program developing literacy in the program's subject area.
  - (B) Applied coursework must have some elements of reading and writing but can prioritize actual on-the-ground training to the extent that the majority of credits earned are through the

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training by means of practicums and mentorships.

- (C) A student enrolled in a non-applied program who then switches into an applied program of the same level (for example, from one BA program to another BA program) must meet the minimum training credits required to graduate from that program. This may mean that the student may spend extra terms earning the required credits.
- (D) A student enrolled in an applied program that who switches into a non-applied program of the same level (for example, from one BA program to another BA program) must meet the minimum literacy credits required to graduate from that program. This may mean that the student may spend extra terms earning the required credits.
- (E) A student who graduates from an undergraduate applied program and who wants to enroll in a graduate applied program can proceed immediately to enroll. But if this student wishes to enroll in a non-applied graduate program, they must spend at least two extra terms in an non-applied undergraduate program. This is to be viewed as a probational period.

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- 1.21) All academic work for the faculty-school system is either classroom oriented in delivery (classroom mode), mentorship oriented (mentorship mode), or hybrid oriented (hybrid mode), which is a mix of the two. These three delivery modes will be referred to as “classroom,” “mentorship,” or “hybrid”.
- 1.22) OLEF has developed a Table of Degree Equivalencies (Form 2 in our Forms Library on our web site). This table makes clear the equivalency between certificates, degrees, diplomas, and awards like badges and medallions. Further, for certain educational approaches, OLEF equates credits, units, and points. The following material in this manual will use the traditional terminology of the degree/credit system but it is to be understood that the equivalent material can be substituted for this language.
- 1.23) *Classroom.* All classes, online and land, must have a syllabus that makes clear the following as it pertains to the class at hand:
- (A) Name of the college, the instructor, and of the class.
  - (B) Contact information of the instructor.
  - (C) Start and end dates of the quarter.
  - (D) Times and places of land meetings.
  - (E) Class number, credit load.

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- (F) Goals of the class, and a clarification of skills to be developed.
- (G) Grading method and weights of assignments in general, along with a FERPA statement about the privacy of the grading. (For more on FERPA, see Form A in our Forms Library on our web site.)
- (H) Attendance and tardiness policy.
- (I) Source list for the material for reading/viewing along with the page numbers for the readings.
- (J) Explanation of the core writing assignment(s) with the minimum word length(s) corresponding to OLEF's requirements.
- (K) Explanation of at least the first meeting's assignments, with a note promising that every assignment will be properly explained in a timely way (this is applicable if the instructor is developing the subsequent assignments in real time, as the class develops, because he or she is teaching the course for the first time). This is to say, a syllabus may, but does not have to, present a fully fledged schedule of assignments in detail because the course should have the flexibility to develop organically throughout the term.
- (L) A section discussing the pedagogical approach. In this section, the core qualities of a general-

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learning class per the faculty-school system should be make clear: discussion oriented, multi-modal, mainstream nonfiction books, bottom-up reading, and connectivity.

- (M) Explanation of how to voice a concern or complaint, along with contact information for the faculty-school college's director and for the current OLEF director.
- (N) Explanation of the 3rd-party surveys OLEF will administer to a randomly selected batch of students.
- (O) For online classes, all the above pertains (except information about the whereabouts and times of land meetings) and also the following:
  - a. Students should be able to see exactly how to navigate through an online class. If a professional learning-management system ("LMS") is used, then folders, links, or the like should be prominently placed in the order of which they are to be completed.
  - b. If instead of an LMS the class employs a number of free-standing applications like separate grade-book programs, separate discussion programs or sites, separate video collections, and

submission via email or some other communication portal, then the way to proceed through the work of the class must be carefully and clearly outlined in a preliminary document. This is a requirement in addition to the general requirements listed for land-based coursework.

- c. Online humanities and general-learning coursework can be built around an asynchronous approach if the instructor so desires. This is to say, the online course can be centered on content and the student's interaction with that content, as long as the class remains interesting, relative, and fertile to the development of perennial principles that guide analysis of human activity and society.
- d. As with the land-based coursework, online coursework should employ at least one multi-modal media venue other than the hand-held book to engage students in a panoramic and memorable approach to a topic. The following is a non-exhaustive list of what tools can be used:
  - i. Audiobooks.



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- ii. Web sites.
- iii. Images assessable on the Internet.
- iv. Films (movies, posted videos, documentaries, etc.)

1.24) *Classroom*. Land-Interaction Coursework. That a class is viewed as a “land” class does not mean that it doesn’t employ online teaching tools or platforms. Rather, a class is a land class if the following applies:

- (A) For a 3-credit class, there are at least 6 land meetings of at least 50 minutes each, and these land meetings must cover a minimum of a 5-week span of time (if, for example, the class meets twice in a certain week).
  - a. This requirement can be modified in the following way if there is only 1 student in the class: the meetings must last for a minimum of 30 minutes. This modification is known as “tutorial time.”
  - b. If there are 2 – 3 students in the class, then the minimum meeting time is 40 minutes.
- (B) For a 2.5-credit class, there are at least 5 land meetings of at least 55 minutes each, and these land meetings must cover a minimum of a 4-

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week span of time (if, for example, the class meets twice in a certain week).

- a. This requirement can be modified in the following way if there is only 1 student in the class: the meetings must last for a minimum of 35 minutes.
- b. If there are only 2 – 3 students in the class, then the minimum meeting time is 45 minutes.

(C) For a 2-credit class, there are at least 4 land meetings of at least 50 minutes each, and these land meetings must cover a minimum of a 3-week span of time (if, for example, the class meets twice in a certain week).

- a. This requirement can be modified in the following way if there is only 1 student in the class: the meetings must last for a minimum of 30 minutes each.
- b. If there are 2 – 3 students in the class, then the minimum meeting time is 40 minutes.

(D) For a 1.5-credit class, there are at least 3 land meetings of at least 50 hour each, and these land meetings must cover a minimum of a 2-week span of time (if, for example, the class meets twice in a certain week).

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- a. This requirement can be modified in the following way if there is only 1 student in the class: the meetings must last for a minimum of 30 minutes.
  - b. If there are 2 – 3 students in the class, then the minimum meeting time is 40 minutes.
- (E) For a 1-credit class, there are at least 2 land meetings of at least 50 hours each, and these land meetings must cover a 2-week span of time.
- a. This requirement can be modified in the following way if there is only 1 student in the class: the meetings must last for a minimum of 30 minutes each.
  - b. If there are 2 – 3 students in the class, then the minimum meeting time is 40 minutes.
- (F) Qualifications to the above conditions listed in (A) – (C):
- a. These time numbers delineate the minimum requirements. Instructors can go beyond the minimum but only to a reasonable extent.
  - b. Meeting time is shortened based on the number of students in a class because

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we assume that if there are fewer students in a class, they can be more meaningfully engaged in conversation and thus receive the same quality of instruction and discussion in a shorter time as that received in a larger class with more time.

- (G) Students have to attend at least 75% of the land meetings to pass the class. If a student misses more than 25%, then the teacher has the option to set up individualized meetings to help the student meet the 75% attendance requirement, but a teacher is not required to do this.
- (H) Tardiness is to be recorded by the instructor, and if a student arrives after 50% of the class has already transpired, the instructor is to count the student absent. In all of this, however, faculty are to use their discretion, and ultimately an instructor's decision is to be trusted. The regulations here are provided in order to give the faculty leverage.
- (I) All land classes must be conducted in spaces that are clean, allergen free, conducive to learning, and located in professionally respectable facilities with the usual and expected amenities (restrooms, lighting, climatization, etc.).

1.25) *Classroom*. Online Coursework. This is a class or coursework that has no land meetings whatsoever and is conducted wholly via internet tools like a collection of communication and testing apps or a learning management system. Furthermore, the following conditions apply:

- (A) There is no required real-time communication requirements between students and instructor (phone conferences or live-streamed video conferences). Teachers may have such communications if they want to.
- (B) However, the teacher is free to engage in real-time communication with the students but only on an optional basis.
- (C) A teacher-student or advisor-student phone call may be required by a faculty-school college if it chooses to make such a requirement. This call may serve simply to establish an initial connection between the instructor and the student and may, but does not have to, pertain to content of the class.
- (D) If a student in an online class has the chance to meet with the faculty in optional land meetings that do not present any new material but instead provide a space for real-time, unscripted discussion, then the meeting times can be used to grant the student some land credit if they need it. When the teacher

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transcribes the credit for the class on the student's transcript, the teacher can allocate up to 100% of the credits as "land" credits if the meeting times required for land class have been met.

- (E) An online class can employ real-time communication if a school so chooses. The use of real-time communication requirements can enable a student to count some of the online class's credit as land credit and the rest as online credit. Real-time communication devices in this case must be live-streaming video or voice conferences, and the meeting between the students and the teacher must be live and synchronous.
  - a. For a 3-credit online class, if there are at least 8 video conferences of 40 minutes each over the course of a minimum of 6 weeks, then the students can accrue 1.5 land credits and 1.5 online credits for a total of 3 credits.
    - i. This requirement can be modified in the following way if there is only 1 student in the class: the video conferences must last for a minimum of 30 minutes each.
    - ii. If there are only 2 or 3 students in the class, the video conferences

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must last for a minimum of 40 minutes each.

- b. For a 2.5-credit online class, if there are at least 7 video conferences of 40 minutes each over the course of a minimum of 6 weeks, then the students can accrue 1.25 land credits and 1.25 online credits for a total of 2.5 credits.
  - i. This requirement can be modified in the following way if there is only 1 student in the class: the video conferences must last for a minimum of 30 minutes each.
  - ii. If there are only 2 or 3 students in the class: the video conferences must last for a minimum of 40 minutes each.
- c. For a 2-credit class, if there are at least 6 video conferences of 35 minutes each over the course of a minimum of 5 weeks, then the students can accrue 1 land credits and 1 online credits for a total of 2 credits.
  - i. This requirement can be modified in the following way if there is only 1 student in the class: the

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video conferences must last for a minimum of 30 minutes each.

- ii. If there are only 2 or 3 students in the class: the video conferences must last for a minimum of 40 minutes each.
- d. For a 1.5-credit class, if there are at least 5 video conferences of 30 minutes each over the course of a minimum of 5 weeks, then the students can accrue 4 land credits and 1 online credits for a total of 2 credits.
  - i. This requirement can be modified in the following way if there is only 1 student in the class: 3 video conferences of at least 30 minutes each.
  - ii. If there are only 2 or 3 students in the class: 4 video conferences of at least 30 minutes each.
- e. For a 1-credit class, if there are at least 4 video conferences of 30 minutes each over the course of a minimum of 4 weeks, then the students can accrue .5 land credits and .5 online credits for a total of 1 credit.



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- i. This requirement can be modified in the following way if there is only 1 student in the class: 2 video conferences of at least 40 minutes each.
  - ii. If there are only 2 or 3 students in the class: 3 video conferences of at least 40 minutes each.
- f. The rules for tardiness (see the section on land classes) apply in this case.

It is important to remember the above ratios are optional, to be used if a student or teacher needs to accrue land credit.

1.26) *Classroom*. The reading load of a class must be based on whether the reading material is high-density or low-density. Although exceptions exist, usually it is the case that high-density reading is abstract, philosophical or technical, demanding in the very act of reading because of terminology or phraseology, while low-density reading has a greater rate of flow, has more accessible prose and concrete details, and is narrative-centric.

It is important to note that most classes will be a mix of the two types. To label a class for record-keeping purposes, one should choose the type that predominates. In general, the material load of the class type should follow these parameters:

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### (A) For a 3-credit class,

- a. if the class is low-density for an undergraduate class, then the reading load should be 400 – 550 pages
- b. if the class is low-density for a graduate class, then the reading load should be 600 – 800 pages.
- c. If the class is high-density for an undergraduate class, then the reading load can be as low as 250 pages, especially if these pages are abstract or philosophical.
- d. If the class is high-density for a graduate class, then the reading load can be as low as 300 pages, especially if these pages are abstract or philosophical.

### (B) For a 2.5-credit class,

- a. if the class is low-density for an undergraduate class, then the reading load should be 350 – 450 pages
- b. if the class is low-density for a graduate class, then the reading load should be 550 – 750 pages.
- c. If the class is high-density for an undergraduate class, then the reading load can be as low as 200 pages,

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especially if these pages are abstract or philosophical.

- d. If the class is high-density for a graduate class, then the reading load can be as low as 250 pages, especially if these pages are abstract or philosophical.

### (C) For a 2-credit class,

- a. if the class is low-density for an undergraduate class, then the reading load should be 300 – 450 pages.
- b. if the class is low-density for a graduate class, then the reading load should be 500 – 700 pages.
- c. if the class is high-density for an undergraduate class, then the reading load can be as low as 150 pages, especially if these pages are abstract or philosophical.
- d. if the class is high-density for a graduate class, then the reading load can be as low as 250 pages, especially if these pages are abstract or philosophical.

### (D) For a 1.5-credit class,

- a. if the class is low-density for an undergraduate class, then the reading load should be 250 – 400 pages.

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- b. if the class is low-density for a graduate class, then the reading load should be 450 – 650 pages.
- c. if the class is high-density for an undergraduate class, then the reading load can be as low as 100 pages, especially if these pages are abstract or philosophical.
- d. if the class is high-density for a graduate class, then the reading load can be as low as 200 pages, especially if these pages are abstract or philosophical

### (E) For a 1-credit class,

- a. if the class is low-density for an undergraduate class, then the reading load should be 200 – 350 pages.
- b. if the class is low-density for a graduate class, then the reading load should be 400 – 600 pages.
- c. If the class is high-density for an undergraduate class, then the reading load can be as low as 100 pages, especially if these pages are abstract or philosophical.
- d. If the class is high-density for a graduate class, then the reading load can be as

low as 200 pages, especially if these pages are abstract or philosophical.

(F) Qualifications to the above conditions:

- a. These page numbers delineate the minimum requirements. Instructors can go beyond the minimum but only to a reasonable extent.
- b. Classes ultimately gain their legitimacy in the faculty-school system by earning blind-review approval of two OLEF college assessors out of three. This means that although a class has a high chance of gaining approval following the above metrics, a class that has a load that does not align with these metrics can still gain approval if the rationale for the anomalies convince the assessors.

1.27) *Mentorship*. A custom degree path or award path can be formed if a sponsoring school partners with at least two mentors who want to direct a student in collegiate learning.

- (A) The two mentors must be treated as affiliated faculty and must meet the requirements listed above for faculty members.
- (B) Mentors must treat students on an individualized and customized basis.

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- (C) All mentors must have an agreement with a sponsoring school and a supervisory faculty member of that school must be involved in the pedagogical choices of the mentors.
- (D) Reading loads must follow the page numbers outlined above for the spectrum of high-density and low-density material. The additional requirement apply. Per credit:
  - a. They had a minimum of 2 discussion events with their mentor(s):
    - i. For example, a substantial text or email exchange.
    - ii. A face-to-face conversation, whether on land or online.
    - iii. A phone call.
  - b. They have written a 200-word reflection (minimum) on the reading.
- (E) All BA mentorships must be either term or nonterm mentorships, and must be aligned to a course list or a credit spread.
  - a. A term mentorship divides coursework into the 5 terms of an academic year, so that the student is earning a constant number of credits in each term.

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- b. A nonterm mentorship does not divide coursework along the term schedule, but does still follow a term schedule for the accreditation fee and the sponsoring-school fee, if applicable.
- c. A course-list mentorship presents its credit load in terms of classes. For example, a certain class with a certain title may be listed as 2 credits by the mentors. That the mentors view the class this way, however, may or may not mean that the class is on a set schedule for completion.
- d. A credit-spread mentorship presents the program credits as a list that the student must work through. For example, instead of having a defined course in a topic, this program may simply require that the student earn 3 reading credits in the topic.

1.28) *Classroom*. There must be a writing component to every course except for practicum courses. In general, these guidelines to minimum word-counts are to be followed:

- (A) For a 3-credit undergraduate course in a non-applied program, a total of at least 3,000 words must be written, and a minimum of half of these words (1,500) must be dedicated to the

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essay format. These 1,500 words can be one essay or two essays that combined equal 1,500 words. (For a similar course in an applied program, the levels are 2,000, 1,000 of which must be an essay.)

For a 3-credit graduate course (both MA and PhD) in a non-applied program, a total of at least 6,000 words must be written, and a minimum of half of these words (3,000) must be dedicated to an essay or a collection of essays. (For a similar course in an applied program, the levels are 4,000, 2,000 of which must be an essay.)

- (B) For a 2.5-credit undergraduate course in a non-applied program, a total of at least 2,500 words must be written, and a minimum of half of these words (1,250) must be dedicated to the essay format. These 1,250 words can be one essay or two essays that combined equal 1,250 words. (For a similar course in an applied program, the levels are 1,750, 1,000 of which must be an essay.)

For a 2.5-credit graduate course (both MA and PhD) in a non-applied program, a total of at least 5,000 words must be written, and a minimum of half of these words (2,500) must be dedicated to an essay or a collection of essays. (For a similar course in an applied



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program, the levels are 4,500, 2,500 of which must be an essay.)

- (C) For a 2-credit undergraduate course in a non-applied program, a total of at least 2,000 words must be written, and a minimum of half of these words (1,000) must be dedicated to the essay format. These 1,000 words can be one essay or two essays that combined equal 1,000 words. (For a similar course in an applied program, the levels are 1,500, 700 of which must be an essay.)

For a 2-credit graduate course (both MA and PhD) in a non-applied program, a total of at least 4,000 words must be written, and a minimum of half of these words (2,000) must be dedicated to an essay or a collection of essays. (For a similar course in an applied program, the levels are 3,000, 1,500 of which must be an essay.)

- (D) For a 1.5 credit undergraduate course in a non-applied program, a total of at least 1,500 words must be written, and a minimum of half of these words (750) must be an essay. (For a similar course in an applied program, the levels are 1,250, 750 of which must be an essay.)

For a 1.5-credit graduate course (both MA and PhD) in a non-applied program, a total of at least 3,000 words must be written, and a

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minimum of half of these words (1,500) must be dedicated to an essay or a collection of essays. (For a similar course in an applied program, the levels are 2,500, 1,750 of which must be an essay.)

- (E) For a 1-credit undergraduate course in either an applied or a non-applied program, a total of at least 1,000 words must be written, and a minimum of half of these words (500) must be dedicated to an essay.

For a 1-credit graduate course (both MA and PhD) in a non-applied program, a total of at least 3,000 words must be written, and a minimum of half of these words (1,500) must be dedicated to an essay or a collection of essays. (For a similar course in an applied program, the levels are 2,000, 1,000 of which must be an essay.)

- (F) Qualifications to the above conditions:
- a. These page numbers delineate the minimum requirements. Instructors can go beyond the minimum but only to a reasonable extent.
  - b. Classes ultimately gain their legitimacy in the faculty-school system by earning blind-review approval of 2 OLEF college assessors out of 3. This means that

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although a class has a high chance of gaining approval following the above metrics, a class that has a load that does not align with these metrics can still gain approval if the rationale for the anomalies convince the assessors.

- c. A faculty school may petition OLEF to employ whole-term requirements for reading. That is, the student may read a certain total number of pages in the term, and that page total may be sufficient for all the classes in the term, even though the student may not read for every class.

1.29) Transcripts of all academic work must be submitted every term that the student is enrolled.

(A) An updated transcript must meet the following requirements:

- a. It must have grades rendered as GPA points, and letter grades may accompany this if the school chooses.

The GPA scale is as follows:

4.00 – 3.7 = 94 – 100% = A

3.69 – 3.5 = 93.9 – 90% = A-

3.49 – 3.3 = 89.9 – 87% = B+

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$$3.29 - 2.7 = 86.9 - 84\% = B$$

$$2.69 - 2.5 = 83.9 - 80\% = B-$$

$$2.49 - 2.3 = 79.9 - 77\% = C+$$

$$2.29 - 1.7 = 76.9 - 74\% = C$$

$$1.69 - 1.5 = 73.9 - 70\% = C-$$

$$1.49 - 1.3 = 69.9 - 67\% = D+$$

$$1.29 - 0.7 = 66.9 - 64\% = D$$

$$0.69 - 0.5 = 63.9 - 60\% = D-$$

$$0.49 - 0.0 = 59.9 - 0.0\% = F$$

- b. It must have a subject line that starts with the word “Transcript” and contains the following info:

Transcript, School’s name, Program initials, e.g., BA, Student’s name, Academic Year, Term Number.

Example:

Transcript, Jonestown Bible College, MA, Jane Q. Forester, AY2019-20, Q3

- c. It must be sent to the student, to the school itself as a redundant record, to OLEF, and to COFSA. For the last two, these are the email addresses to use:

olefservice@gmail.com

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cofsaservice@gmail.com

(B) A non-updated transcript may be submitted for a student if the student has done no work for the semester (a scenario that may arise in a graduate mentorship program). However, in this case it is recommended that the faculty director send an No Credit Earned (“NCE”) email to the above email addresses. The subject line of the mail is to be the same as for the transcript except that the letters NCE are to be added to the very end of the subject line.

(C) BA classroom programs that do not hold any regularly scheduled coursework during the summer session do not have to submit updated transcripts at the end of the fifth term, which is always the term of the summer session.

1.30) By the end of the 4<sup>th</sup> work week, mentors and course facilitators (the lead faculty member of a course) must send in a short progress-report email to the following address simply affirming that they have caught up with any grading in the class and have examined current grades to alert students who may not be doing well.

olefservice@gmail.com

1.31) A faculty school cannot transfer in for a student a number of credits that equal 50% or more of the total

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credit load of the program in which the incoming student is newly enrolled.

- 1.32) An exception of the above rule is to be made for a student who has earned most credits for a degree but has not in fact earned the degree but now seeks to enroll in a faculty school to pursue a degree that is traditional viewed the next-in-line degree. For example, if a student has 100 credits toward a BA degree and seeks to enroll in an MA program, the school seeking to enroll the student for the MA program can accept all 100 undergraduate credits and then provide 20 more for the completion of the BA degree.
- 1.33) No student (part-time or full-time) of a faculty-school college can take more than 50 credits during the course of one academic year.
- 1.34) No student (part-time or full-time) of a faculty-school college can take more than 10 credits during the course of an 8-week term.
- 1.35) No student can attend a land class or be enrolled in an online course, for credit or for auditing purposes, without paying the full tuition for that coursework before the beginning of the term of the class or coursework.
- 1.36) Only instructors and students who have paid tuition can attend a class online or in a land classroom.

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1.37) A student with two outstanding grades of “Incomplete” cannot continue to take classes at a faculty-school college. Before continuing on with coursework, the student must finish at least one of the two outstanding Incompletes.

1.38) All pricing of tuition is to be regulated the Open Latch Education Foundation (OLEF), which uses a locked coefficient (.422656) to raise or lower undergraduate credit prices every year that is a multiple of 5. On such years, OLEF multiplies the coefficient by the April index on the All Items, Unadjusted Index cell in the Consumer Price Index for All Urban Consumers datasheet, from the U.S. Bureau of Labor Statistics. The result is the new average price of a credit in the faculty-school system. This adjustment is made to account for inflation or deflation at play in the current economic situation to ensure that faculty have proper remuneration and that students and parents have a narrative to understand price changes in tuition.

(A) The locked coefficient that OLEF uses cannot be changed.

(B) As overall cost-of-living prices rise or fall, the allowed tuition will rise and fall.

(C) The calculus above renders the price for an undergraduate credit. The maximum number of credits that can go into a BA degree is 150. So the price per credit multiplied by 150 equals

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the maximum price of tuition (not including accreditation fees or other OLEF related fees) for an undergraduate Bachelor of Arts degree. The Master of Arts degree and the Doctorate of Arts degree (PhD) also must not exceed the total price of the BA degree. However, because these graduate degrees have fewer credits than does a BA (for example, an MA degree may have 40 credits), the per-credit price for graduate credits may exceed the undergraduate price by up to, but not beyond, 300%, as long as the total price of the degree is equal to or less than the total price of an undergraduate degree.

(D) The tuition can be referred to in terms of price-per-credit, but the following must be kept in mind:

- a. OLEF regulates the overall maximum prices for a degree.
- b. Prices per credit can fluctuate within that overall degree price. So an online credit may be priced above average if, say, a practicum credit is priced below average, allowing the total cost to remain the same.

1.39) All enrolled students must pay the OLEF accreditation fee every year, within a three-week



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window before the start of the new academic school year. This window is from July 20 to August 10.

- (A) The fee must be paid through the OLEF web site.
- (B) If a student does not pay the fee, their transcripts will not be accepted by OLEF. Under no circumstances will OLEF allow a director to submit a transcript for a student with an outstanding fee, but late transcripts will be accepted once the student has paid the fee.
- (C) The fee for the recognition agency, COFSA (Council of Oversight for Faculty-School Accreditation), is included in the annual OLEF accreditation fee.

**ARTICLE SET 2**

**REQUIREMENTS FOR  
UNDERGRADUATE GENERAL-  
LEARNING CLASSES (AA & BA)**

- 2.1) All undergraduate Associate of Art programs and Bachelor of Art programs must have general-learning components.
- (A) Associate of Arts programs must have at least:
- a. 13 credits of general learning if they are nonapplied programs, distributed in such a way that a student engages with 4 or 5 general-learning categories at least twice. (The nature and sequence of the general-learning categories will be explained below.)
  - b. 9 credits of general learning if they are applied or mentorship programs, distributed in such a way that a student

engages with 4 of the 5 general learning categories at least twice.

(B) Bachelor of Arts programs must have at least:

- a. 28 credits of general learning if they are nonapplied programs, distributed in such a way that a student engages with 4 of the 5 general learning categories at least four times.
- b. 19 credits of general learning if they are applied or mentorship programs, distributed in such a way that a student engages with 4 of the 5 general learning categories at least four times.

2.2) The general-learning approach of the faculty-school system is unique. The core focus is on nonfiction narrative books written for general consumption and readily available from one's public-library network. Secondary areas of focus on or Great Books and on writing skills. The two major objectives here are first to develop a maturing sense of professional yet general literacy and second to set patterns of lifelong intentional reading and self-learning.

2.3) The act of sustained and concentrated reading is the main skill that the general-learning curriculum seeks to reinforce, with cogent writing and writing analysis next in line. Because of this, teachers of

general learning are not expected to be physical embodiments of knowledge. Instead, they should be astute leaders of investigatory teams of students, if you will, that explore the topic at hand through readable (and viewable) material gotten via the public library.

- 2.4) The faculty-school system looks at the world of ideas through the lens of the community. With this lens we develop 5 distinct areas of study, or “categories.”

The first category is the **community** itself. This can be also labeled the history category, or the category of civilization, society, and civics.

The second category focuses on how the community shares information it uses to build its collective memory and identity. This category is **communication**, and it includes literature, mass media, information studies, writing, and studies of the narrative.

Communication is made up, to a very large extent, of propositions. We study two types of these proposition in our general-learning sequence: the inductive proposition and the deductive proposition.

The inductive proposition leads to empirical insight because it forms conclusions bases on a collection of individual instances. This is our science category, and it can be more widely thought of as the category or world (cosmology, geology, physics, etc.), body

(anatomy, health, genetics, public health, etc.), and mind (mental health, psychology, etc.).

The deductive proposition presents one with self-evident starting points from which to form a system of values and beliefs that guide action. This is the philosophy category, and it includes ethics, law, and religion.

Finally, our fifth category of general study looks at how a community uses its communication to develop, maintain, distribute, and renew its resources. That is, this category looks at **continuance**. In a wider way, it looks at business, trade, finance, and economics.

- 2.5) The general-learning sequence that is most effective is first community (Category 1). Then communication (Cat. 2) followed by a further look at how we use the inductive propositions (Cat. 3) and deductive propositions (Cat. 4) to bind the community together. Once the community has internal integrity, it seeks to maintain its presence through the efficient use of its resources. This is continuance (Cat. 5). The general-learning pathway, therefore, moves from the first category, covered in the 1<sup>st</sup> term of the academic year, to the fifth category, covered in the Summer Session, or the 5<sup>th</sup> term.
- 2.6) In order to make the classes in the general-learning sequence more accessible to those outside the faculty-school system, we insist that classes in these categories be given names that lean more toward the

traditional terminology of general learning. This is so that potential employers or institutions that examine a student's transcript can understand how the classes listed relate to recognizable disciplines.

To this end, every class must have a general title, also known as a "chart title," and a more specific title, known here as a "themed title."

- 2.7) Under the general-learning category's title, classes must be titled in such a way that their relevancy and broad connection to the general-learning category is obvious while at the same time their own specificity is highlighted. For example, under the general-learning category of Civics, a specific class may be titled "Issues of Contemporary Western History." This is called the class's "chart title" since it is to be listed in the faculty-school college's master chart under this title.
- 2.8) Under a class's chart title, faculty are allowed to develop their own specific themes or approaches in ways that best suit their existing strengths and best complement the readings in that general area. For example, a teacher undertaking to develop a class with the chart title of "Issues of Contemporary Western History" may decide to focus on the Cold-War era between Russia and the United States because he or she may have already done extensive reading and thinking about this particular focus. This instructor can develop a "themed title" for the class and that themed title can be used to promote the class.

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<b>THE 5 CATEGORIES OF GENERAL LEARNING</b>				
<i>History / Business</i>	<i>Literature</i>	<i>Science</i>	<i>Philosophy</i>	
<b>TERM 1 History / Society / Civilization</b>	<b>TERM 2 Literature / Media / Information</b>	<b>TERM 3 World / Body / Mind</b>	<b>TERM 4 Philosophy / Religion / Ethics</b>	<b>TERM 5 Business / Trade / Finance</b>
<u>Sample Class</u>	<u>Sample Class</u>	<u>Sample Class</u>	<u>Sample Class</u>	<u>Sample Class</u>
Chart Title: "Issues of Western History"	Chart Title: "Themes in Mass Media"	Chart Title: "Topics in Earth Science"	Chart Title: "Readings in Ethics"	Chart Title: "Focus on Economics"
Themed Title: "The Cold War"	Themed Title: "Social Networks and the News"	Themed Title: "ExxonMobil and the Oil Oligarchy"	Themed Title: "The City and Western Law"	Themed Title: "Modern Ponzi Schemes"
Full Title: "Issues of Western History: The Cold War"	Full Title: "Themes in Mass Media: Social Networks and the News"	Full Title: "Topics in Earth Science: ExxonMobil and the Oil Oligarchy"	Full Title: "Readings in Ethics: The City and Western Law"	Full Title: "Focus on Economics: Modern Ponzi Schemes"

2.9) Coursework with themed titles must be carefully examined in order to ensure that the focus is not too specific. The theme must be specific enough to allow the students to work with detailed source materials but still broad enough to ensure that students are engaging with some core general principles of the general-learning category. Also, the theme must allow for cross-disciplinary connections (see the emphasis on "Cross Connections" below) and for the development of perennial principles useful for the analysis of human

affairs. The themed title should reflect this fertility, if at all possible.

For example, a class with a proposed themed title of “The Cold-War between America and Russia, from 1960-1980” is better served in having a themed title the likes of “Modern Cold-War Dynamics”, as this promises to develop insight from a case study and then to position those insights as general principles that can be applied to areas beyond the American/Russian affair, perhaps even into unusual but potentially fitting areas like the corporation or urban centers.

- 2.10) General-learning classes are to stress two things in particular, things which give the faculty-school college a unique approach in today’s educational landscape.

First, the classes are to stress what we call “Bottom Up” reading. To accomplish Bottom Up reading, one extrapolates general principles from the nonfiction, mainstream books of the class. Once these principles have been developed by the reader, the reader goes on to test the principles against the material the reader continues to encounter as he or she makes headway into new reading material. The principles that stand the test make it to the end of the class as core principles. (By way of contrast, “Top Down” reading would be the way of learning that gives the student ready-made principles, explains them, and the repeats the process. This is the approach of most



textbooks, and while expedient it encourages a radical passivity to learning. While some textbook usage is to be expected in the faculty-school college classroom, the dominate approach is to be the Bottom Up approach, which encourages the learner to develop, and thus “own”, the general principles abstracted from the details.)

Second, the classes are to showcase as much as possible the “Cross Connections” viewpoint. To emphasize a Cross Connections viewpoint, the instructor should make an effort to include some material in a given class that ultimately reveals ways to legitimately move across traditional discipline boundaries. For example, a class on health may include a movie or a book about a competitive workplace since many current business practices (length of the workday, stress levels of meeting basic budget requirements, etc.) do influence both physical and mental health. In short, if class content relating to one key area of life is shown to connect to another key area of life, an area that on the surface does not seem to be connected but actually is, the purpose is served. The notion driving this rule is that a good general-learning education should show how disciplines in the humanities are, in the end, connected with each other and with the everyday aspects of life that inform so much of our existence.

- 2.11) General-learning classes should have a multimodal aspect. This is to say that books should be paired with film, and if possible, music, pertinent images available on the Internet, and audio clips. This multimodal approach helps the content remain in memory, and more varied experience fosters nuances of thought and rich connections to otherwise unrelated materials. People remember a cohesive story or event more than a list of facts, and to whatever extent a class experience can itself resemble a narrative, it should.
- 2.12) General-learning classes must have a speech component. This can take the form of live in-class student presentations, synchronous presentations in online classes, or recorded video presentations that are shown asynchronously to only the instructor, to a select group of students, or to the class as a whole. Independent public-speaking events that students participate in can fulfill this term requirement if the instructor approves.
- 2.13) General-learning classes should range between .5 credits to 2 credits. This is to ensure that students pass through the linear sequence of the categories at least once but preferably twice. (3-credit classes, however, are permissible.)
- 2.14) All general-learning classes are fully articulated with all schools in the faculty-school system. Therefore, no faculty-school college can refuse to

transfer in general-learning credits earned at a different faculty-school college.

2.15) Individual independent educators who are accredited by OLEF can teach general-learning classes without being officially affiliated with a faculty school.

- (A) The independent educator must follow the linear order of the categories, and must start with Category 1 on Term 1.
- (B) The classes must be designed so that a student can finish out the term as a self-guided study if the instructor cannot finish the term for some reason (sickness, etc.).
- (C) In the event that they (the instructor) may not be able to finish the term, they must either find an accredited partner who agrees to receive and grade students' work or a sponsoring school who agrees to receive the work.
- (D) They must have listed on their syllabus the submission email of a sponsoring faculty-school college to which students can submit work in order to finish the class if the independent educator somehow fails to complete the term.

2.16) General-learning classes can be completely online. Faculty-school colleges have the responsibility to ensure that the overall credit requirements of any certificate- or degree-granting program balance so that at least 25% of all required credits are earned through

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land-based coursework (classes meeting in person or ministry work in which students interact with on-the-ground supervisors or ministry leaders.)

**ARTICLE SET 3**

**CORE REQUIREMENTS FOR  
PROGRAM-SPECIFIC CLASSES  
(UNDERGRADUATE AND  
GRADUATE)**

- 3.1) Program-specific classes are classes that align with the program or degree title.
- 3.2) Schools offering program-specific programs must clearly show that they meet the requirements for being a degree-granting institution of higher education in their state. Often this will entail earning certificates of religious exemption from their state's board of higher education. If so, the programs offered by the school have to be clearly and unequivocally related to religious vocation.
- 3.3) Undergraduate and graduate programs that employ traditional course templates offered in a classroom setting must do the following:

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- (A) For the first two years of the school's existence, the school must put two program-specific classes through the OLEF assessor pool and all four classes must pass the assessment.
  - (B) After the initial two years, the school must have one of its program-specific courses assessed every year.
- 3.4) Program-specific credit can be earned through a classroom-styled instruction, through a practicum-styled instruction, or through a mentorship.
- 3.5) For both applied and non-applied programs, students must earn the following number of credits from program-specific classes, coursework, or practicums (this does not include other types of coursework that may be part of the following programs):
- (A) For a undergraduate certificate, a minimum of
    - a. 12 credits for non-applied programs.
    - b. 10 credits for applied programs.
  - (B) For an Associate of Arts degree, a minimum of
    - a. 20 credits for non-applied programs.
    - b. 15 credits for applied programs.
  - (C) For a Bachelor of Arts degree, a minimum of
    - a. 30 credits for non-applied programs.

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- b. 25 credits for applied programs.

(D) For a graduate certificate, a minimum of

- a. 15 post-graduate credits for non-applied programs.
- b. 12 post-graduate credits for applied programs.

(E) For a Master of Arts degree, a minimum of

- a. 30 post-graduate credits for non-applied programs.
- b. 24 post-graduate credits for applied programs.

(F) For a Doctorate of Arts degree, a minimum of

- a. 90 post-graduate credits for non-applied programs.
- b. 70 post-graduate credits for applied programs.

NOTE: These are the minimums of the coursework that clearly and specifically aligns with the focus of the program. These are not the minimums for the total credit requirements for the degree or award. Please see OLEF Table of Equivalencies at the Open Latch web site for these minimums.

- 3.6) Program-specific credits can be earned through two pathways:

(A) Traditional coursework.

- a. Mentoring coursework. This is coursework that includes reading/viewing material pertinent to the program and discussing it verbally and in writing with the mentor. In the mentorship pathways, this is accomplished through the reading and writing credits.

The mentorship pathways also has training and project credits, and if these credits align with the specific program, they also can count toward the required number of program-specific credits.

- b. Land classes or coursework that resembles closely the traditional lecture or Q/A format of college classes.
- c. Online classes or coursework that is delivered through a more traditional format of assignments, readings, online discussions, and so forth, within a set timeframe like an 8-week term.

(B) Practicum work that aligns with the topics and skills associated with the program. Practicum work is the on-the-ground ministry involvement that students who are not necessarily involved with a mentorship



program can do in order to develop a network of ministry contacts.

- 3.7) Schools can offer concentrations within the program itself, if students want to focus on a specific topic or aspect of the program. In order for a concentration to be listed in a student's transcript alongside the program's name, the student must earn a significant amount of credits (to be determined by the faculty) that can be seen as specifically relating to that concentration. Since a concentration is enveloped in a degree, credits that are counted toward a concentration also count toward the general count for program credits.
- 3.8) Although the faculty-school system allows for someone with a BA and 5 years of professional, vocational, or educational experience to teach in a BA program, the program-specific coursework itself should be designed or approved by someone with an earned MA. For a generalized program, the MA does not have to be in the field of the program, but for a specialized program, the MA of the designing or supervising faculty member must be within the field. The one exception to this is a BA graduate who does not have 5 years of years of professional, vocational, or educational experience but is enrolled in an MA program and desires to teach in the BA program. This person can do so as long as they are listed as a junior BA faculty and are assigned a faculty mentor.

- 3.9) The same holds for MA programs. A faculty member can teach in an MA program if they have an MA and 5 years of professional, vocational, or educational experience. However, the program-specific coursework itself should be designed and or approved by someone with an earned DA or PhD. For a generalized program, the DA or PhD does not have to be in the field of the program, but for a specialized program, the DA or PhD of the designing or supervising faculty member must be within the field. The one exception to this is a MA graduate who does not have 5 years of professional, vocational, or educational experience but is enrolled in a DA or PhD program and desires to teach in the MA program. This person can do so as long as they are listed as a junior MA faculty and are assigned a faculty mentor.
- 3.10) Faculty teaching in a DA or PhD program must hold the DA or PhD. They do not need to have 5 years of professional, vocational, or educational experience, but this is preferred.
- 3.11) Faculty who form a stand-alone school (that is, a main school, which is a non-branch school) in order to provide only program-specific training must follow all the requirements that such a school entails (see Article Set 1). They must also show how they are in partnership with a general-learning faculty school so that their students (the students at the program college) can earn general-learning credits.

**ARTICLE SET 4**

**REQUIREMENTS FOR PRACTICUM CREDITS (UNDERGRADUATE AND GRADUATE)**

- 4.1) All degree or award programs, from the certificate level all the way to the doctorate, must be designed so that at least 25% of the credits required for the program are earned through land classes or through land-interaction activities that can be deemed pedagogical activities aligned with the program requirements.
- 4.2) By land classes or land interaction, we mean any activity that counts toward the earning of credits that is carried out through on-the-ground, person-to-person scenarios. That is to say, a credit earned as a land credit is one in which the student and teacher (or supervisor, mentor, pastor, or leader) can literally reach out and touch one another as the teaching,

mentoring, or supervising happens in real time. (See exceptions to this in Article 1.25.E.)

- 4.3) If a program's coursework is set up so that at least 25% of the credits required are earned through traditional, schedule-bound classwork that meets on the ground, then the requirement is met and that school does not need to introduce practicum work into that particular program if they do not want to.
- 4.4) However, if a program's classwork is carried out online, than the school offering the program must match online credit to land credit. In short, they must develop a practicum side of the program to go along with the classes.
- 4.5) The practicum coursework must meet the following requirements:
  - (A) It must comprise 25% of the credits of the program, if all other credits are online.
  - (B) For undergraduates, part of the practicum can be credits granted for students to carry a part-time job in order to earn money to pay for the program.
    - a. This part cannot form the majority of the credits for the practicum.
    - b. These credits must involve workplace reflections, or reports in which the student record what they are learning

on the job. This allows the credits to take on a pedagogical aspect.

(C) For graduates, practicum work can be any of the following:

- a. Land discussion credits.
- b. Block classes or block meetings in a land setting.
- c. Training credits.
- d. Project credits.
- e. Ministry credits.

4.6) The faculty members of a faculty-school college can be in charge of the practicum work, or they can let other ministry leaders, non-profit managers, or lay ministers get involved as supervisors. These people can be in regions not local to the school if they are actually in the geographic area of the student, assuming the student is taking online classes through the faculty school.

(A) These remote supervisors must have the full confidence of the student and their parents.

(B) They must be in regular contact with a faculty member of the school accepting the practicum credits.

(C) The school is responsible to ensure that there are no legitimate reasons to be concerned of

the character and moral stature of these leaders.

- 4.7) As students work in various places, they may be in a position to be paid for their practicum work. This is acceptable.
- 4.8) Ministry leaders, nonprofit managers, and lay ministers are not to be paid for the practicum work, as they are receiving the assistance of the student as payment.
- 4.9) Ministry leaders, nonprofit managers, and lay ministers are to be paid if they engage in mentorship or tutorial activities that go beyond the practicum.

**ARTICLE SET 5**

**FURTHER REQUIREMENTS FOR A  
BACHELOR OF ARTS DEGREE,  
DELIVERED AS A TERM OR  
NONTERM MENTORSHIP**

- 5.1) Mentorships must be run by two mentors—a mentor and an assistant mentor. The main mentor is in charge of the mentorship but the assistant mentor must know enough of the content or practical work to take over in the main mentor is, for whatever reason, eventually incapable of taking the student through to graduation.
- 5.2) Mentorships can focus on classroom-styled coursework, on practicum-styled work, or a mix of both. Therefore:
  - (A) Mentors can put together a pathway that focuses solely on classroom-styled coursework as long as, in combination with the practicum work that may actually be supervised by the

sponsoring school, the student earns the minimum amount of program-specific credits, either applied or non-applied.

(B) Or mentors can put together a pathway that focuses solely on practicum-styled work as long as, in combination with classroom-styled work that may actually be provided by the sponsoring school, the student earns the minimum amount of program-specific credits, either applied or non-applied.

- 5.3) A “term” mentorship is a mentorship whose instruction aligns with the scheduled terms of the academic year for faculty-school colleges. This means that students must earn a certain set amount of credits each term, but in keeping with the nature of the mentorship, the content and design of the work is controlled by the mentor, or, in some cases, by the agreement between the mentor and the student.
- 5.4) A “nonterm” mentorship is any mentorship that is on a timeframe where the instruction itself does not necessarily align with the 5 terms of the academic year for the faculty-school system.
- 5.5) However, a nonterm mentorship must still follow these calendar requirements:
- (A) The accreditation fee must be paid within 21 days before the beginning of a new academic year.



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- (B) Transcripts or NEC emails (see Article 1.29(B)) must be provided to the student and archived at the sponsoring school, OLEF, and COFSA within 14 days of the end of every term.
- 5.6) The mentors must be sponsored by a stand-alone faculty-school college that is accredited by OLEF.
- 5.7) The mentors must provide a degree overview that the student approves. This overview must be archived with the mentors, the student, the sponsoring school, OLEF, and COFSA. Among other things, the overview should make the following clear:
  - (A) The mentor group (at least 2 mentors).
  - (B) The name of the degree and its location.
  - (C) The sponsoring school and faculty.
  - (D) The projected timeframe to earn the degree.
  - (E) The credit spread.
  - (F) The project cost of the total degree, including accreditation fees and any other fees associated with OLEF.
  - (G) Contact information for OLEF and COFSA.
- 5.8) A nonterm mentorship is to be administered over a spread of years. For a BA mentorship, this spread is from 3 to 9 years.
- 5.9) The mentors can develop traditional classes described in a course list for the mentorship. In this

case, the sponsoring faculty must examine typical syllabi or class guides to ensure that the student has sufficient direction at the beginning of the class concerning assignments and policies. The reading and writing of these classes must fit the parameters described in Articles 1.26 and 1.28, but these classes do not have to follow the 8-week term schedules of a term mentorship (described in the next section).

5.10) On the other hand (as opposed to the course-list method described above), the mentors can manage the mentorship by designing a credit spread. This credit spread must meet the following requirements.

(A) It must have reading credits, writing credits, and practicum credits.

a) A single reading credit consists of 300 pages of text from a work of average density (150 for high density and 450 for low density).

b) A single writing credit consists of 1000 words.

(B) After the required three types of credits, the spread can have project credits, training credits, ministry credits, reporting credits, discussion credits, and so forth.

(C) An applied mentorship program will have more practicum credits and more credits earned

through activity than literacy credits (reading and writing credits).

- (D) A non-applied mentorship program will have more literacy credits than practicum credits or other credits earned through activity.

5.11) The sponsoring school is responsible for the following:

- (A) A faculty member must supervise the mentorship's operation.
- (B) Setting up a local degree program at the mentors' locale and posting this degree program on its (the school's) web site.
- (C) Receiving the degree overview, the payment schedule, and the commencement email.
- (D) Receiving and transcribing credits.
- (E) Awarding the degree when the student fulfills all requirements.

**ARTICLE SET 6**

**FURTHER REQUIREMENTS FOR A  
MASTER OF ARTS DEGREE,  
DELIVERED AS A TERM OR NON-  
TERM MENTORSHIP**

- 6.1) A mentorship, whether term or non-term, on the Master of Arts level must follow all the regulations of its respective counterpart on the Bachelor of Arts level except for the following requirements.
- 6.2) The total credit or point requirements must match the thresholds listed in OLEF's Table of Degree Equivalencies.
- 6.3) An acceptable timeframe for the completion of an MA mentorship pathway is 2 – 6 years.
- 6.4) The two mentors must have Master of Arts or Master of Science degrees, preferably in the field of the mentorship. If the graduate degrees are not in the field, the mentors must be approved by OLEF to offer

the mentorship based on their (the mentors') experience, reading, and writing.

6.5) In a graduate-level credit spread, the following must be observed:

- (A) One reading credit is made up of 500 pages of reading (300 if the reading is high-density, and 700 if low-density) and a 500-word (minimum) report on the reading.
- (B) One writing credit is made up of 2000 words.

**ARTICLE SET 7**

**FURTHER REQUIREMENTS FOR A  
DOCTORATE OF ARTS OR  
DOCTORATE OF PHILOSOPHY  
DEGREE, DELIVERED AS A TERM  
OR NONTERM MENTORSHIP**

- 7.1) A doctoral mentorship must meet all the requirements for the MA mentorship pathways described above along with these following requirements.
- 7.2) The total credit or point requirements must match the thresholds listed in OLEF's Table of Degree Equivalencies.
- 7.3) An acceptable timeframe for the completion of an DA or PhD mentorship pathway is 4 – 12 years.
- 7.4) The two mentors must have their doctorates, preferably in the field of the mentorship. If the

doctorates are not in the field, the mentors must be approved by OLEF to offer the mentorship based on their (the mentors') experience, reading, and writing.

- 7.5) The doctoral degree must have at least three candidacy requirements. Up to six are allowed. The mentors can choose the requirements from the following list:
- (A) A logic comprehensive.
  - (B) A Greek or Latin comprehensive (or both).
  - (C) A Western Philosophy reading checklist.
  - (D) An oral comprehensive over 50 core books on a focused topic (required for PhD).
  - (E) Acceptance of a writing-project proposal.
  - (F) A logic exam.
  - (G) A reading threshold.
  - (H) A research-tools checklist (required for PhD)
  - (I) A proposal describing a dissertation project.
- 7.6) The doctoral degree must include reading of anywhere between 20,000 (high-density) to 30,000 (regular-density) pages, a minimum of three items from the candidacy list (see 7.5), and a doctoral project or dissertation that is viewed by at least two OLEF Level 5 accessors as being comparable to the traditional dissertation.

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- (A) This writing project can be research oriented but not necessarily so.
- (B) If it is not research oriented, it should be a text that the candidate can immediately incorporate into the goals and vision of their life and ministry.
- (C) It can take the form of a traditional collection of essays, articles, or book chapters, but it can also take a broader, more creative text form like a collection of videos with transcripts, a curriculum series, a journal or magazine launch, a substantial web site, and so forth.
- (D) The writing project portfolio must be approved by the mentors, the sponsoring school, and by OLEF.
- (E) A doctoral project can be substituted for the dissertation or the dissertation project only in the case of the DA degree. The project must be challenging enough to sufficiently demonstrate the candidate's mastery of the core knowledge in the field and of its application in the lay or academic community.



**ARTICLE SET 8**

**REQUIREMENTS FOR AN  
INDEPENDENT STUDY UNIT FOR  
UNDERGRADUATE & GRADUATE  
PROGRAMS**

- 8.1) A student can set take independent study units only after they have complete one full year of whatever program they are enrolled in (undergraduate or graduate).
- 8.2) After the first full academic year has passed, the undergraduate student can set up one independent study unit for the GLU and one independent study unit for the PSU per year.

- 8.3) The graduate student can design an independent study unit of up to 3 credits per year.
- 8.4) Independent studies do not have to meet the reading or writing thresholds of regular coursework. However, all independent studies must be approved by a faculty member, sponsoring-school faculty member, or mentor but not by an OLEF assessor, if the school or sponsoring school overseeing the independent study has been accredited by OLEF for at least 5 years.