

Accreditation Program of Wicca

Accreditation Program Handbook

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MISSION STATEMENT

The APW strives to bring Wiccan educators together in meeting and creating a network of religious training recognized for its high standards.

The APW provides public information which allows students to find legitimate programs of Wiccan religious education.

The APW works towards the long-term goal of attaining recognition for Wiccan religious training programs by the US Department of Education.

INTRODUCTION

I. PURPOSE OF THE ACCREDITATION HANDBOOK:

The APW has prepared this Accreditation Handbook to assist groups in understanding and preparing for evaluation by the APW. The Accreditation Handbook is composed of five parts.

Part One provides an introduction to the concept of accreditation, the history and current mission of the Accreditation Program of Wicca (APW), and the value of APW to educational institutions, students, and the community. Part Two sets forth the primary procedures and policies which govern the APW accreditation process. Part Three sets forth the APW's accreditation standards. Institutions must comply in full with each of these standards in order to earn accreditation from the APW. Part Four includes certain specific forms and policies. Additional forms and policies which may be referenced in this Accreditation Handbook can be found here: www.apwicca.com/resources. Please note groups should always check the website for the most up-to-date versions of these documents.

Institutions interested in pursuing APW accreditation should use this Accreditation Handbook as they organize and conduct their self-evaluations, as they evaluate their readiness to meet the rigors inherent in voluntary accreditation, and as they work to maintain the standards of the APW. The Accreditation Handbook also offers guidance to newly established Wiccan institutions seeking to build or refine their policies and practices, whether they apply for APW accreditation.

II. ABOUT THE ACCREDITATION PROGRAM OF WICCA'S PROGRAM:

Accreditation in education began over a century ago. The movement started as a public reaction to the extreme differences between educational institutions that initially appeared to be similar. Accrediting bodies were voluntarily organized by educators to develop and implement common standards and procedures to measure educational quality. From its inception, accreditation has been a nongovernmental, completely voluntary, peer group method of identifying educational institutions or programs that meet published standards of quality.

A variety of regional, national, and professional accrediting organizations came into being in the early 1900s in response to the public's demand for reliable indicators of institutional quality.

The APW seeks to begin this process amongst Wiccan schools and programs so that we can become recognized by the Department of Education and so that we can provide standards by which students and the community can better evaluate programs of study in Wicca.

Our sponsoring body, The Aquarian Tabernacle Church, the "ATC," or sometimes just "The Tab" is the creation of the late Pete Pathfinder Davis in 1979, who served as Archpriest globally until he passed the reigns to Archpriestess, Belladonna Laveau in 2012. The ATC is based on British Traditional Wicca and focuses on serving the larger Pagan communities by providing open worship opportunities to the public, education, and interfaith liaison. We offer major Sabbat festivals, full and new moon worship, a place to gather, a lending library, and many other services associated with faith communities.

The ATC is a hierarchic organization, with the Archpriestess and Archpriest overseeing the overall activities of the church, both locally and on an international basis, through Archpriestesses and Archpriests of the church in each foreign nation where ATC has an official presence (ATC has recognition as a legal church tradition from the governments of USA, Canada, Australia, Ireland and South Africa currently). The Archpriesthood works with an advisory group, the Black Cord Council (or just “the Board”), and virtually all decisions are arrived at through discussion and compromise in the best interests of the mission of the church, by consensus. The Archpriesthood, however, retains the right of veto if they believe an action is not in the long run going to be in the best interests of the church.

To be considered ATC Clergy and able to minister to the public, one must be ordained by the ATC. Ordination occurs at 2nd Degree Elevation and may include seminary studies.

The Accreditation Program of Wicca consists of the ATC Archpriesthood, the Dean of Woolston-Steen Theological Seminary, and appointed experts from the community. They are responsible for overseeing the program and for making final decisions as to whether an institution or group should be

granted accreditation or reaccreditation or should have its accreditation withdrawn. The Program Board is also responsible for making all material decisions relating to an institution's accreditation, including, by way of example, (i) the implementation of enforcement actions with respect to institutions which appear to have fallen out of compliance with APW standards, and (ii) the approval or withholding of approval of substantive changes which may be requested by an institution. It applies its standards and policies in a manner that respects the mission of an institution or group to ensure and advance the aim of institutional improvement and effectiveness.

III. WHAT IS WICCAN EDUCATION?

Wiccan education is the religious education of both practitioners and clergy for the Wiccan religion in all its variety. This includes programs, certification courses, and formal schools and institutions focused on educating the community. These programs must have regular and direct interaction with students for a substantive amount of time that corresponds to the type of recognition, certificate, or degree that they are offering.

Wiccan education can be a series of classes or workshops on a focused and specific topic. This can expand into a formal program or certification

offering that requires a much larger time commitment on the part of the student. Wiccan education culminates in a seminary program that prepares clergy for their duties and responsibilities as ordained clergy. Wiccan education does not include ordination. That process and its standards are left to the individual churches and covens.

IV. WHY BECOME ACCREDITED?

Accreditation communicates quality to students, institutions, the community, government, and other industry professionals. Accreditation provides assurances that a program has met established standards necessary to produce graduates who have achieved stated learning outcomes. Students who graduate from accredited institutions have greater opportunities for employment, continued education, and mobility. Generally, accreditation in other countries is controlled by the government and is often required. By contrast, accreditation in the United States is a voluntary, peer review process and is carried out by nongovernmental, nonprofit organizations. The peer review process allows institutions to be evaluated by other education professionals working in the religious community who understand the needs and demands from a shared perspective.

Additionally, the peer-review process provides checks and balances from within the religious community to allow institutions to have an opportunity to meet students' educational goals by using a variety of resources while ensuring quality programs.

V. WHAT IS APW ACCREDITATION AND WHAT ARE ITS BENEFITS?

The APW's accreditation standards and accreditation evaluation and oversight process were specifically designed to meet the unique quality assurance needs of Wiccan education institutions and groups. The standards establish education quality expectations and assess an institution's ability to meet the needs of 21st century graduates and the community at large.

The APW standards are designed to accommodate the need for institutions to follow different paths and methods of providing education beyond those of traditional campus-based programs or closed coven-based experiences.

Additionally, the APW recognizes that, by meeting the unique needs of modern students in a growing religion, the student, course and program delivery can expand an institution's reach beyond that of traditional Wiccan training to a national and international presence.

When accredited Wiccan education institutions and groups are successful, students can benefit, and this benefits Wicca as a whole. Students can choose the institutions that best meet their needs while being provided assurances that the chosen program has been required to comply with the precise and rigorous standards mandated by this Accreditation Handbook.

VI. FOR STUDENTS, APW ACCREDITATION...

- Provides students with confidence that the institution or group offering programs — such as coven level, non-degreed certificates, and academic degrees (associate, bachelor, master, doctorate) — have been evaluated and meet rigorous standards established by education and religious professionals.

- Increases and enhances employment ordination opportunities for students who graduate from an accredited institution. Graduates want assurances that, upon completion of the program, they have the requisite knowledge and skills to meet their educational goals.
- Verifies that the unique methods for delivering curricula are consistent with educational best practices and provides students with assurances that the education they are paying for is valuable and worth their time, money, and effort.
- Allows institutions to prepare students, by supporting their achievement of knowledge, skills, and abilities, to be productive individuals who contribute to their community and continue lifelong learning.

VII. FOR INSTITUTIONS, APW ACCREDITATION...

- Allows an institution to receive public recognition for the quality programs and services offered to students.

- Promotes the integration and continuous improvement of “best practices” in support of student achievement and institutional growth.

- Documents that an institution is true to its mission, goals, and objectives by measuring the achievement of each for purposes of continuous self-assessment.

- Participation by institutions forwards the ultimate goals of APW to become recognized by the Federal Department of Education, which would provide the following at that time:

- Allows institutions to be eligible for and apply for various professional and programmatic accreditations.

- Allows institutions the option of participating in Federal Student Assistance and military programs to benefit students in need of financial assistance to realize their educational goals.

- Allows institutions to apply for approval in some states that only allow accredited institutions.

VIII. FOR THE COMMUNITY, APW ACCREDITATION...

- Provides a consistent and reliable indicator that institutions meet standards of quality and provides validation of credibility through a structured peer review process.
- Promotes accountability to other member institutions and various stakeholders.

IX. FOR GOVERNMENT AND WICCAN PROFESSIONALS, APW ACCREDITATION...

- Demonstrates to various federal and state regulators that accredited institutions are leaders in the field of Wiccan education and strive to prepare clergy and leaders equipped to contribute to the changing community landscape.

- Provides the opportunity for APW accredited institutions to lead the change necessary in the field of Wiccan education by offering students the chance to increase their knowledge and skills while meeting their personal and professional responsibilities.

X. ACCREDITATION PROGRAM OF WICCA TODAY:

The APW has been formed to further the goal of becoming recognized by the U.S. Secretary of Education as an institutional accrediting organization for postsecondary Wiccan institutions that offer programs at the levels of non-degree, postsecondary, and higher education, including the professional doctoral degree.

The APW's goals are to assure a high standard of educational quality in Wiccan education institutions or groups it accredits by requiring compliance with its published standards and procedures and by fostering continual self-improvement. The APW is dedicated to offering a high standard of Wiccan education to students.

XI. RECOGNITION BY THE UNITED STATES DEPARTMENT OF EDUCATION

The APW has not currently received federal recognition. The formation of this program is the first step in being eligible to achieve such recognition. Currently, the federal recognition process is largely carried out by the National Advisory Committee for Institutional Quality and Integrity (NACIQI). The NACIQI provides recommendations to the United States Secretary of Education concerning whether accreditation standards are sufficiently rigorous and effective toward ensuring that a recognized accreditor is a reliable authority regarding the quality of the education provided by the institutions it accredits.

DEFINITION OF TERMS

Program Accreditation: An entire program of study meets preset standards set by the accrediting body which reflects community standards in education and/or subject matter.

Articulation Credits/Transfer Credits: Credits from one school are deemed to count as substitute credits for another school. This can include accepting part of another school's program to count as substitute credits in the program. Courses that are not equivalent may need to be retaken even if the credits transfer.

Course Equivalency: A course at another school or in a different department/program at the same school is equivalent. Students do not have to retake the course and the credits transfer.

GUIDELINES FOR ASSESSMENT OF SEMINARY LEVEL PROGRAMS

The following pages will provide more detailed information on the documentation required for accreditation at the seminary level.



CURRICULUM PROGRAM ASSESSMENT OVERVIEW FOR SEMINARY PROGRAMS

2 – 4 years+ (Academic Degree) - program consists of an extended study plan with a minimum of 2 years.

6 months – 2 years (Certificate) - program consists of a short-term study plan with a minimum of 6 months and a maximum of 2 years.

Coven Level Program - program consists of initiatory study with a personal teacher that does not result in a certificate or academic degree.

Progression of difficulty in classes – All programs should move through a progression of difficulty in the course study with assessments and milestones.

Programs that apply need to cover standard Wiccan topics/knowledge in depth. All topics below are required to be covered in the Degree program. Specific topic studies would be under the Certificate program. Coven Level programs will cover these topics as their tradition dictates. Any of these programs can use extra topics beyond these as long as they include these topics.

- **Sanctity of Nature / Earth** – program should reinforce the sanctity of nature/Earth in multiple classes.

- **Polarity & Balance** – a foundational concept that should repeat within the study.
- **The Four Elements** – all elements should be covered in depth, but placement is not a factor.
- **Grounding and Shielding** – a foundational concept that should repeat within the study.
- **Sacred Tools / Cleansing and Consecrating**
- **Cycle of Seasons (wheel of the year)** - Concept should repeat and study should deepen through the repetitions. Wheel cycle is not required to be tradition specific. (IE some traditions celebrate different numbers of sabbats)
- **Deity and Myth** – At least one pantheon is covered in depth along with their original mythology taken from the historical sources and literature.
- **Casting Space** – Is not required to be tradition specific, but must cover the concepts of creating sacred space in a safe manner that has ritual elements. This must show a practicum element.
- **Raising Power** – Concept must be covered in depth and show a practicum element.

- **Basics of Spell Magic (Intent)** - program should cover and repeat within the program.
- **Personal Responsibility** - a foundational concept that should repeat within the study.
- **History** – program should include a history of Wicca course. Not tradition specific requirement. Can be an overview of one of the major specific traditions. (IE Gardnerian, Alexandrian, etc.)
- **Symbology / Correspondences** - a foundational concept that should repeat within the study. Study should consist of a practical aspect and deep through the program.
- **Wiccan Law** – Program should cover this topic completely; it is not required to be a specific source of the laws but should cover the fact that there is more than one source.

Programs that apply need to provide the following types of documentation for their curriculum. (IE: Data and informational write-ups)

- The Curriculum Map of the program broken down by year.
- Curriculum assessment plan that details requirements for moving within the program between levels.
- List of Required Readings for the program
- Program Objectives for the complete program or any terminal levels.
- Student completion numbers for the past 5 years. (IE: how many students successfully complete your program)
- Examples of Assessment Strategies including types of assessment you use. (Oral assessments are valid but will need to be documented in a written anecdotal evidence form)
- For College Level Programs, applicant will provide 3 complete Sample classes (these should be classes you currently teach), with all resource materials, assignments, and assessments included as well as a course syllabus.
- For Certificate Level Programs, applicants will provide 3 complete sample classes (these should be classes you currently teach), with all resource materials, assignments, and assessments included as well as a course syllabus.

- For Coven Level Programs, applicant will provide 3 complete sample classes (these should be classes you currently teach), with all resource materials, assignments or projects, and written assessments if used or a written overview of the assessment process as well as a course outline.
- A student survey conducted within the past year on the student understanding and opinion of the curriculum.

GUIDELINES FOR ASSESSMENT OF STUDENT LEARNING OUTCOMES AT THE SEMINARY LEVEL

The APW standards require an alignment of curricular objectives and assessment measures as appropriate to the program's mission. This is achieved through 1) Course Objectives and 2) Student Achievement Standards.

1. Course Objectives

- a. Course objectives are written and are appropriate for the curriculum. This standard requires that course objectives be complementary across courses and levels of the curriculum and support the mission of the program.
- b. Course objectives outline what the purpose of the course is from the perspective of the program and its instructor.

2. Student Achievement Standards

- a. The program or institution documents in writing whether students are ready to progress to the next level or to exit the program of study. This standard requires that programs document that students are meeting course objectives. To do

this, programs must have statements of student learning outcomes, which are based on course objectives.

b. Student learning outcomes must be written, observable, measurable, and show proficiency expressed in terms of academic readiness or practical applications. These outcomes must:

- i. start with an action verb based on the level of learning, and then
- ii. follow with a statement that describes the knowledge and abilities to be demonstrated by the students.

* Consult Bloom's Revised Taxonomy at www.apwicca.com/resources for more details on how student learning outcomes should be presented.

FINANCIAL ASSESSMENT OF SEMINARY LEVEL PROGRAMS

It is required that all applicants provide the APW with evidence of financial stability for their programs. Each level of applicant will provide the following as part of their application.

1. **Seminary Level:**

- Copy of LLC for the State that they reside within.
- EIN or TIN number as provided by the IRS.
- If employees, Salary or Payment Statement that describes how employee payment is assigned and the schedule in which they are paid.
- FINANCIAL PRACTICES:

The institution shows that it is financially responsible by providing complete, comparative financial statements covering its two most recent fiscal years and by demonstrating that it has sufficient resources to meet its financial obligations to provide quality instruction and service to its students. Financial statements are audited or reviewed and prepared in conformity with generally accepted accounting principles in the United States of America. The institution's budgeting processes demonstrate that current

and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

- **FINANCIAL MANAGEMENT:**

Individuals overseeing the fiscal and budgeting processes are qualified by education and experience. The institution employs adequate administrative staff for effective operations, and at least one person is qualified and able to prepare accurate financial reports in a timely manner. Internal auditing trials and controls are in place to assure finances are properly managed, monitored, and protected. Adequate safeguards prevent unauthorized access to online and on-site financial information.

- **FINANCIAL STABILITY AND SUSTAINABILITY:**

The institution maintains adequate administrative staff and other resources to operate effectively as a going concern and is not exposed to undue or insurmountable risk. Any risk that exists is adequately monitored, manageable, and insured. In the event the financial operations of the institution are supported by a parent company or a third party, audited or reviewed financial statements are provided by the supporting entity to demonstrate that the supporting entity possesses sufficient financial resources to

provide the institution continued financial sustainability, as well as the commitment to do so.

- **FINANCIAL REPORTING:**

Financial statements are prepared in conformity with generally accepted accounting principles in the United States of America often referred to as “GAAP,” including the accrual method of accounting.

- **DEMONSTRATED OPERATIONS:**

In all respects, the institution documents continuous sound and ethical operations, including the necessary resources to accommodate demand and assure all learners receive a quality educational experience. The institution’s name is free from any association with activity that could damage the reputation of the APW accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.

PROCESS AND EVALUATION OF SEMINARY LEVEL PROGRAMS

PROCESS STEPS:

1. All fees, forms, and paperwork received by the Accreditation Secretary:
 - a. Application Form
 - b. Program Documentation
 - c. Sample Coursework documents
 - d. Application Fee
2. Once Application is completed, Secretary brings the application to the Accreditation meeting and the application review is assigned to a committee member to oversee the application process.
3. Committee Member reviews the application and determines whether an in-person visit is necessary or not. (Is the program a physical program or online program or a combination of both?)
4. If an in-person visit is necessary, then arrangements with the applicant are made and the visit is scheduled.
5. Prior to any in person visit, all submitted paperwork is reviewed and a draft status is brought to the Accreditation meeting for committee review.

6. In person visit is completed, and the visiting committee member completes a report on the visit.
7. Committee Member makes a formal recommendation to the Accreditation Committee on final status of the application, committee discusses, and a final decision is rendered.
8. The Accreditation Secretary informs the applicant of the final decision and if passed provides the applicant with the Seal and Accreditation Certificate.

EVALUATION:

1. Review of documents and Samples. Documents and Samples should support the standards of the Accreditation Committee. Any areas of review that do not do this should be addressed with the Applicant at the beginning of the review process so that the Applicant can update their documents and samples provided. If the applicant is unable or unwilling to update the documentation, then the applicant is not eligible for the process to move forward and 50% of the Application Fee is refunded.
2. Once the documentation is complete and satisfactory, the physical review begins. If the Applicant hosts a physical campus, a visit is set up with the applicant for the committee member or their representative to visit the campus. If the campus is completely or partially online, the committee member arranges access to the online materials and completes the review. If the Applicant is unwilling or unable to schedule these visits or give access to materials, then the applicant is not eligible for the process to move forward and 25% of the application fee is refunded.

3. After the campus review/visit is completed and the report completed, Committee Member makes a formal recommendation to the Accreditation Committee on final status of the application, committee discusses, and a final decision is rendered.
4. Schools with only minor issues or one or two medium weight issues that were discovered during the review process will be given 60 days to update/correct those issues and send supporting documentation to that effect. This might also include another visit or review of the online campus to verify such corrections. If so, that must be scheduled and completed within 30 days. (Total of 90 days to make corrections and verify that corrections have been completed).
5. If an applicant is unwilling or unable to make corrections/updates, then the applicant is not eligible for the process to move forward. No refund of the fee is made at this level.
6. Once an applicant has completed the process a final discussion and decision is made by the Application Committee.
7. If at any time the applicant does not move forward, or after a final decision is made, the Application Secretary informs the applicant of their status and follows up with the Purse Warden for any fee refund that might need to take place.

GUIDELINES FOR ASSESSMENT FOR COVEN/CERTIFICATE TRAINING PROGRAMS

The following pages will provide more detailed information on the documentation required for the Coven and Certificate Program levels.



CURRICULUM PROGRAM ASSESSMENT OVERVIEW FOR COVEN/CERTIFICATE TRAINING PROGRAMS

2 – 4 years+ (Academic Degree) - program consists of an extended study plan with a minimum of 2 years.

6 months – 2 years (Certificate) - program consists of a short-term study plan with a minimum of 6 months and a maximum of 2 years.

Coven Level Program - program consists of initiatory study with a personal teacher that does not result in a certificate or academic degree.

Progression of difficulty in classes – All programs should move through a progression of difficulty in the course study with assessments and milestones.

Programs that apply need to cover standard Wiccan topics/knowledge in depth. All topics below are required to be covered in the Degree program. Specific topic studies would be under the Certificate program. Coven Level programs will cover these topics as their tradition dictates. Any of these programs can use extra topics beyond these as long as they include these topics.

- **Sanctity of Nature / Earth** – program should reinforce the sanctity of nature/Earth in multiple classes.

- **Polarity & Balance** – a foundational concept that should repeat within the study.
- **The Four Elements** – all elements should be covered in depth, but placement is not a factor.
- **Grounding and Shielding** – a foundational concept that should repeat within the study.
- **Sacred Tools / Cleansing and Consecrating**
- **Cycle of Seasons (wheel of the year)** - Concept should repeat and study should deepen through the repetitions. Wheel cycle is not required to be tradition specific. (IE some traditions celebrate different numbers of sabbats)
- **Deity and Myth** – At least one pantheon is covered in depth along with their original mythology taken from the historical sources and literature.
- **Casting Space** – Is not required to be tradition specific, but must cover the concepts of creating sacred space in a safe manner that has ritual elements. This must show a practicum element.
- **Raising Power** – Concept must be covered in depth and show a practicum element.

- **Basics of Spell Magic (Intent)** - program should cover and repeat within the program.
- **Personal Responsibility** - a foundational concept that should repeat within the study.
- **History** – program should include a history of Wicca course. Not tradition specific requirement. Can be an overview of one of the major specific traditions. (IE Gardnerian, Alexandrian, etc.)
- **Symbology / Correspondences** - a foundational concept that should repeat within the study. Study should consist of a practical aspect and deep through the program.
- **Wiccan Law** – Program should cover this topic completely; it is not required to be a specific source of the laws but should cover the fact that there is more than one source.

Programs that apply need to provide the following types of documentation for their curriculum. (IE: Data and informational write-ups)

- The Curriculum Map of the program broken down by year.
- Curriculum assessment plan that details requirements for moving within the program between levels.
- List of Required Readings for the program
- Program Objectives for the complete program or any terminal levels.
- Student completion numbers for the past 5 years. (IE: how many students successfully complete your program)
- Examples of Assessment Strategies including types of assessment you use. (Oral assessments are valid but will need to be documented in a written anecdotal evidence form)
- For College Level Programs, applicant will provide 3 complete Sample classes (these should be classes you currently teach), with all resource materials, assignments, and assessments included as well as a course syllabus.
- For Certificate Level Programs, applicants will provide 3 complete sample classes (these should be classes you currently teach), with all resource materials, assignments, and assessments included as well as a course syllabus.

- For Coven Level Programs, applicant will provide 3 complete sample classes (these should be classes you currently teach), with all resource materials, assignments or projects, and written assessments if used or a written overview of the assessment process as well as a course outline.
- A student survey conducted within the past year on the student understanding and opinion of the curriculum.

GUIDELINES FOR ASSESSMENT OF STUDENT LEARNING OUTCOMES AT THE COVEN/CERTIFICATE TRAINING LEVEL

The APW standards require an alignment of curricular objectives and assessment measures as appropriate to the program's mission. This is achieved through 1) Course Objectives and 2) Student Achievement Standards.

1. Course Objectives

- a. Course objectives are written and are appropriate for the curriculum. This standard requires that course objectives be complementary across courses and levels of the curriculum and support the mission of the program.
- b. Course objectives outline what the purpose of the course is from the perspective of the program and its instructor. At the Coven and Certificate level these objectives may be informal and may or may not be provided to the student directly.

2. Student Achievement Standards

- a. The program or coven documents in writing whether students are ready to progress to the next level or to exit the program of study. This standard requires that programs document that

students are meeting course objectives. To do this, programs must have statements of student learning outcomes, which are based on course objectives.

- b. Student learning outcomes must be written, observable, measurable, and show proficiency expressed in terms of academic readiness or practical applications. These outcomes must:
 - i. start with an action verb based on the level of learning, and then
 - ii. follow with a statement that describes the knowledge and abilities to be demonstrated by the students.
- 3. At the coven or certificate level these standards should be provided to the student in writing.

* Consult Bloom's Revised Taxonomy at www.apwicca.com/resources for more details on how student learning outcomes should be presented.

FINANCIAL ASSESSMENT FOR COVEN/CERTIFICATE PROGRAMS

It is required that all applicants provide the APW with evidence of financial stability for their programs. Each level of applicant will provide the following as part of their application.

1. **Coven Level:**

- Proof of Business Status with the State that they reside within.
The group must be a legal entity and should be able to provide their EIN Number.
- Proof of a separate bank account/business account for the Coven. Or proof of accounting procedures for operating within a personal account that demonstrates a checks and balances system for transparency when needed for students.
- Revenue statement for the past calendar year.
- **DEMONSTRATED OPERATIONS:**

In all respects, the institution documents continuous sound and ethical operations, including the necessary resources to accommodate demand and assure all learners receive a quality educational experience. The coven's name is free from any association with activity that could damage the reputation of the

APW accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.

2. Certificate Program Level:

- Proof of Business Status with the State that they reside within or proof of working with/under a separate business from the certification program. I.E., if the certification program is part of a Coven structure or other business venture. Provide the EIN number for that business.
- Revenue Statement for the past calendar year.
- Statement of Organization of Finances or Proof of a separate Business Bank Account.
- **DEMONSTRATED OPERATIONS:**

In all respects, the institution documents continuous sound and ethical operations, including the necessary resources to accommodate demand and assure all learners receive a quality educational experience. The program's name is free from any association with activity that could damage the reputation of the APW accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.

PROCESS AND EVALUATION FOR COVEN/CERTIFICATE PROGRAMS

PROCESS STEPS:

1. All fees, forms, and paperwork received by the Accreditation Secretary:
 - a. Application Form
 - b. Program Documentation
 - c. Sample Coursework documents
 - d. Application Fee
2. Once Application is completed, Secretary brings the application to the Accreditation meeting and the application review is assigned to a committee member to oversee the application process.
3. Committee Member reviews the application and determines whether an in-person visit is necessary or not. (Is the program a physical program or online program or a combination of both?)
4. If an in-person visit is necessary, then arrangements with the applicant are made and the visit is scheduled. If no in person visit is needed, then all online materials are reviewed and evaluated. If no visit (#5) is skipped and the process moves to (#6).

5. Prior to any in person visit, all submitted paperwork is reviewed and a draft status is brought to the Accreditation meeting for committee review.
6. In person visit is completed, and the visiting committee member completes a report on the visit.
7. Committee Member makes a formal recommendation to the Accreditation Committee on final status of the application, committee discusses, and a final decision is rendered.
8. The Accreditation Secretary informs the applicant of the final decision and if passed provides the applicant with the Seal and Accreditation Certificate.

EVALUATION:

1. Review of documents and Samples. Documents and Samples should support the standards of the Accreditation Committee. Any areas of review that do not do this should be addressed with the Applicant at the beginning of the review process so that the Applicant can update their documents and samples provided. If the applicant is unable or unwilling to update the documentation, then the applicant is not eligible for the process to move forward and 50% of the Application Fee is refunded.
2. Once the documentation is complete and satisfactory, the physical review begins if required. If the Applicant hosts a physical campus, a visit is set up with the applicant for the committee member or their representative to visit the campus. If the campus is completely or partially online, the committee member arranges access to the online materials and completes the review. If the Applicant is unwilling or unable to schedule these visits or give access to materials, then the applicant is not eligible for the process to move forward and 25% of the application fee is refunded.

3. After the campus review/visit is completed and the report completed, Committee Member makes a formal recommendation to the Accreditation Committee on final status of the application, committee discusses, and a final decision is rendered.
4. Programs with only minor issues or one or two medium weight issues that were discovered during the review process will be given 60 days to update/correct those issues and send supporting documentation to that effect. This might also include another visit or review of the online campus to verify such corrections. If so, that must be scheduled and completed within 30 days. (Total of 90 days to make corrections and verify that corrections have been completed).
5. If an applicant is unwilling or unable to make corrections/updates, then the applicant is not eligible for the process to move forward. No refund of the fee is made at this level.
6. Once an applicant has completed the process a final discussion and decision is made by the Application Committee.
7. If at any time the applicant does not move forward, or after a final decision is made, the Application Secretary informs the applicant of their status and follows up with the Purse Warden for any fee refund that might need to take place.

APPLICATION FEES

- Certification Level: \$50 application fee, \$25 renewal fee
- Coven Level: \$100 application fee, \$25 renewal fee
- Seminary: \$300 + expenses application fee, \$100 + expenses renewal fee

Application is processed via online document review and live conference meetings held via Teams with the applicant and/or appropriate staff. In the case of a Seminary level application, it is possible that an onsite and in person visit might be necessary to complete the review. If that is the case, then the applicant is responsible for any travel, lodging and food expenses that might be incurred by the reviewer.

Accreditation is good for 5 years. All programs and institutions must reapply at that time to maintain their accreditation with APW.

RESOURCES

- <https://www.neche.org/resources/standards-for-accreditation#:~:text=The%20Standards%20for%20Accreditation%20establish,circumstances%20in%20higher%20education%20and>
- <https://www.501c3.org/what-is-a-501c3/>