APTA
Accreditation Standards

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INTRODUCTION

The Asia Pacific Theological Association (APTA) has developed these accreditation standards to serve as the basis for determining and recognizing the degree to which a school is accomplishing its mission and goals. These standards and their associated components are the desirable qualities to be attained in the various aspects of the school. They can serve as a basis for a systematic self study for accreditation or for the schools own internal evaluation. APTA encourages schools to engage in periodic self study even if they are not applying for accreditation. The APTA standards and components provide a useful framework for this effort. The standards are general enough to apply to a wide range of school and institutional contexts. An institutional self study describes how a school is meeting the standards in a manner appropriate to its mission, goals and objectives.

THE RELATIONSHIP OF STANDARDS, COMPONENTS AND TYPICAL INDICATORS IN THE ACCREDITATION PROCESS

The accreditation process of APTA rests upon ten standards expressed in a number of specific statements. These standards identify areas of development that schools should address in the process of self-study for accreditation. APTA has divided each standard into a set of components by which a school can determine how closely it meets the standard. For each component the Accreditation Commission has also described typical indicators that represent specific ways a school can demonstrate that the components have been met.

The specifically stated typical indicators are not the only ways a school can demonstrate that it has attained the standards. Special circumstances may prevent a school from demonstrating a particular indicator, while other indicators may be irrelevant to the local situation. It is the overall pattern of adherence to the standards and components themselves that is the concern in the accreditation process, not whether any particular indicator or combination of indicators is accounted for. Indeed, it is assumed that even accredited schools will continue to develop and improve their programs over time.

STANDARD ONE:

MISSION STATEMENT, GOALS AND OBJECTIVES

> **A written statement which clearly expresses the institution's mission (purpose) is published in appropriate school documents and functions as the basic foundation of every phase of its structure and operation. This statement serves as the basis for planning, administering and evaluating all aspects of the school; it forms the standard by which each aspect of the school is to be measured.**
>
> **The mission statement of the school defines the reason for which it exists and outlines its task in terms of its mandate from Scripture and its constituency. The statement specifies the intended end results for which the school exists in terms of student outcomes.**

Component 1A. *The institution is guided by a mission statement, general goals and specific objectives which are consistent with the biblical mandate of the church as stated in the constitution of the association and are appropriate to the local needs and the constituency it serves.*

(Note: In this document the term "goals" refers to general statements of educational intent, while "objectives" refers to specific statements. In some countries represented in the Association, these terms have the opposite meanings. Schools should identify both goals and objectives, however the terms are used.)

TYPICAL INDICATORS:

1A.1   Specific objectives implement the institution's general goals.

1A.2   Objectives have clarity and precision; are substantiated by supporting programs and documents; are understood and accepted by the administration, faculty and students; are included in appropriate institutional publications; and specify intended student outcomes.

1A.3   The institution gives evidence that Pentecostal distinctives are supported and encouraged by the administrators and faculty throughout the implementation of its mission.

Component 1B. *The mission statement, goals and objectives are reviewed periodically with participation by the appropriate segments of the institution.*

TYPICAL INDICATORS:

1B.1   Institutional goals and objectives are reviewed at least once between self-study reports with input from the Board, administrators, faculty, staff and students.

1B.2   The educational needs of the constituency served by the institution are systematically and periodically reviewed.

1B.3   Goals and objectives are used to guide planning, resource allocation and decision-making.

STANDARD TWO:

EDUCATIONAL PROGRAMS

> **Recognizing that its central activity is education, the institution's educational programs are carefully developed and periodically reviewed and updated with reference to the institution's scriptural mandate, its mission, its resources and the needs of its constituency and students.**
>
> **Educational programs include those academic curricula, instructional processes, practical ministry training and spiritual and social development programs the institution provides for its students. They include any programs that may be provided off-campus or in nontraditional modes. The institution strives to attain the highest possible quality in all of its educational programs as evidenced by student outcomes.**

Component 2A. *The educational programs are clearly related to the mission statement, goals and objectives of the institution. This relationship is demonstrated in admission policies, curriculum content and graduation requirements.*

TYPICAL INDICATORS:

2A.1 Degree, diploma and certificate programs are designed with the appropriate sequence of courses and teaching methodologies to achieve institutional objectives. The institution's defined curricula and course prerequisites are adhered to in practice.

2A.2 Educational programs reflect an appropriate balance of general education, Bible, theology and ministry courses and help students to develop mental skills, spiritual maturity and social attitudes that will make them effective learners and Christian leaders.

2A.3 Undergraduate programs include general education courses, which are applicable to the development of ministry skills.

2A.4 There are programs which provide opportunities for all students to develop and demonstrate competence in communication and ministry skills.

2A.5 Certificate or Diploma Level One programs prepare students for transfer to higher-level programs.

2A.6   Specialized programs train students for a specific field of ministry. They are designed to enable graduates to demonstrate maturity and effectiveness in ministry.

2A.7   If students with special needs are admitted (e.g., limited ability in the language of instruction, foreign students), appropriate provisions are made for their curricular needs.

2A.8   Instructional programs (majors and minors) and courses leading to their fulfillment are published and made available to students.

2A.9   All programs, whether traditional or nontraditional, are developed, approved and administered through defined institutional channels and subjected to a system of periodic review and evaluation.

Component 2B. *The curriculum design is structured to achieve the mission and goals of the institution.   Schools meet semester unit requirements (or their equivalent) appropriate to the certificate, diploma and/or degree programs offered as stipulated in the APTA Constitution and Bylaws, Article IX Section 5.*

TYPICAL INDICATORS:

2B.1   There are clear and precise objectives for each instructional program of the institution.

2B.2   Educational programs reflect minimum requirements as follows:

[Note: For courses taught in the language of the students, a semester unit consists of a minimum of 750 minutes of guided instruction, plus a final examination period and an amount of additional supportive study appropriate to the level of the program (e.g. one to two hours of outside study for each hour of classroom instruction at the B.A. level). Instruction time is increased for courses requiring translation. Schools that calculate units on a basis other than a semester system will need to show mathematical equivalency in terms of minutes of guided instruction.   Blended courses may offer mediated interaction (asynchronous threaded discussion, internet based videoconferencing and synchronous interactions in a multi-user virtual environment) to offset the minimum face-to-face requirements by no greater than 50%]

   2B2.1   Multi-stream or nested courses are confined primarily to electives and do not exceed 25-30% of core courses.

   2B2.2   Certificate programs involve at least 64 semester units.

2B2.3   Diploma programs involve at least 96 semester units. An instructional program offered as a major requires a minimum of 30 semester units and as a minor, a minimum of 15 semester units.

2B2.4   Bachelor's programs involve at least 128 semester units. An instructional program offered as a major requires a minimum of 30 semester units and as a minor, a minimum of 15 semester units.

2B2.5   Master of Arts (M.A.) programs or their equivalent, involve at least 30 semester units including a thesis requirement (usually 6 units) or 36 semester units when a thesis is not required.

2B2.6   Master of Divinity (M.Div.) programs involve at least 72 semester units for graduates with an undergraduate major, or its equivalent, in a Bible-related area or 96 semester units for graduates with only a secular degree.

2B2.7   Master of Theology (Th.M. or M.Th.) programs involve at least 36 semester units including a thesis of no less than 6 units and at least 80 pages (may be a research-only program).

2B2.8   Doctor of Ministry (D.Min.) programs involve at least 30 semester units, including a project of no less than 6 units and at least 80 pages detailing significant research in a ministry area.

2B2.9 The Doctor of Philosophy (Ph.D.) programs involve the following:

2B2.9.1   For programs operating according to an American model:

2B2.9.1.1   Students are required to complete at least 30 credits of doctoral level course work beyond an M.A. degree or equivalent.

2B2.9.1.2   Students must complete a series of qualifying/ comprehensive exams covering relevant areas of study within the student's discipline

2B2.9.1.3 Students must write a dissertation that makes an original contribution to the field and is of a length that follows the usual expectations for the discipline. Typically, this is 300 pages (75,000 words) for a theoretical or theological thesis. Theses involving empirical research may be shorter as appropriate for the student's field and subject.

2B2.9.1.4   Students are required to demonstrate adequate knowledge of the research tools needed for the research area identified (e.g. languages, statistics, ethnographic methods, historical methods, exegetical methods).

2B2.9.2   For programs operating according to a European model (research-only degrees):

2B2.9.2.1   Students are required to write a dissertation of 80,000 to 100,000 words that makes an original contribution to the field.

2B2.9.2.2   Students are required to demonstrate adequate knowledge of the research tools needed for the research area identified (e.g. languages, statistics, ethnographic methods, historical methods, exegetical methods, etc.).

2B2.9.3   For all programs

2B2.9.3.1   Entry into the program is based on appropriate prerequisites and a demonstrated ability to do independent research (e.g. a research based paper at graduate level).

2B2.9.3.2   There is a process where the potential impact of the research upon subjects is assessed.

2B2.9.3.3   There is a process that assigns the assessment of the dissertation to two or more assessors who are expert in the field of the dissertation, one of whom is external to the institution.

2B2.9.3.4   There is a process that ensures the student:

2B2.9.3.4.1   is being adequately supervised by a qualified dissertation supervisor.

2B2.9.3.4.1   has a proposal/prospectus reviewed by a committee before being permitted to commence the dissertation.

2B.3   The curriculum is periodically subjected to critical examination and re-evaluation. An educational master plan is regularly updated for those institutions offering multiple programs.

2B.4   A syllabus exists for each course, which defines course goals/objectives, content, planned learning activities, evaluation procedures, etc. Where appropriate, a bibliography is included.

2B.5   Responsibility for curriculum design and implementation is clearly designated with established channels of communication and control. Faculties have a major role in the design of instructional programs.

2B.6   The language of instruction is chosen to fit the context of the school, provided that learning resources in that language of instruction are commensurate with the curricula offered. (Reference Component 5.A)

Component 2C.   *The institution seeks to admit those who are fitted by character, experience and aptitude for ministry education at the institution's level of study.*

TYPICAL INDICATORS:

2C.1   Student Entrance Requirements

   2C1.1   Certificate Level One: Based on a high school diploma (normally 12 years of education) or its equivalent.

   2C1.2   Certificate Level Two: Based on a limited educational background, lower entrance requirements and any necessary adjustment in the levels of course requirements and/or textbooks.

   2C1.3   Diploma Level One: Based on a high school diploma (normally 12 years of education) or its equivalent.

   2C1.4 Diploma Level Two: Based on limited educational background, lower entrance requirements and any necessary adjustment in the levels of course requirements and/or textbooks.

   2C1.5 College Level: Based on a high school diploma (normally 12 years of education) or its equivalent.

   2C1.6   Graduate Level: Based on a bachelor's degree, or its equivalent, as well as Bible and theology prerequisites for those students having completed only secular degree programs.

   2C1.7   Post-graduate Level

      2C1.7.1 Th.M. degree programs are based on an M.Div. degree or its equivalent (equivalency must be established in the self-study).

2C1.7.2 D.Min. degree programs are based on:

2C1.7.2.1 an M.Div. degree or its equivalent (equivalency must be established in the self-study), and

2C1.7.2.2 at least 3 years of full-time ministry experience (following the completion of the M.Div. degree or a ministry-related M.A.) or ten years of full-time ministry.

2C.2   Appropriate application forms and procedures are used for student admission.

2C.3   The school has a stated policy regarding transfer of credits from other institutions. Credits transferred from non-accredited institutions are accepted on the basis of validation by examinations, a period of probationary study or other appropriate indicators of academic equivalency.

Component 2D. *The institution includes field ministry training as a fundamental and relevant part of its total educational program.*

TYPICAL INDICATORS:

2D.1   The educational program includes adequate credit or non-credit field ministry training, which is sequenced according to both the academic and developmental levels of the students.

2D.2   Field ministry training courses and assignments include various aspects of Christian ministry relevant to the ministry training goals of the institution and the interests and needs of the individual students.

2D2.1   The institution's objectives for field ministry are clear, adequately communicated to all concerned and carefully implemented.

2D2.2   Field ministry assignments take into account the ministry experience and developmental needs of the individual student.

2D2.3   Student ministry skills and spiritual growth are carefully evaluated on a regular schedule. Evaluation criteria and methods reflect input from both school staff and supervisors from the assignment location.

Component 2E. *The institution provides clear, accurate and helpful information about programs, course offerings and available alternatives to help students attain their educational goals and meet institutional requirements.*

TYPICAL INDICATORS:

2E.1   Published documents such as catalogs, bulletins and handbooks contain precise, accurate and current statements of policies and procedures, including requirements for admission and graduation, grading policies, descriptions of educational programs and current course offerings. These documents are available to students and the interested public.

2E.2   Statements in promotional publications and non-print media, especially regarding excellence of program or success in placement and achievement of graduates, can all be verified.

2E.3   The financial obligations and requirements of students, including accurate information regarding financial aid and tuition/fee refund policies, are clearly stated.

Component 2F. *Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.*

TYPICAL INDICATORS:

2F.1   Criteria for evaluating student performance, achievement and grades are published and generally understood by faculty and students.

2F.2   Student performance is evaluated in terms of defined and published course outcomes.

2F.3   Credit for prior experiential learning is awarded in accordance with Commission policy. (See Appendix F: Credit for Prior Experiential Learning, *Guide to APTA Accreditation Process*)

Component 2G. *The institution has an appropriate method for recording, maintaining and safeguarding academic records.*

TYPICAL INDICATOR:

2G.1 Duplicate copies of academic records are safeguarded against damage or deterioration in a fire-resistant safe/files or maintained off campus.

Component 2H. *If offered, off-campus or online educational programs and courses are an integral part of the institution. Their goals and objectives are consistent with those of the institution. The institution provides appropriate resources and controls to maintain quality.*

TYPICAL INDICATORS:

2H.1   Goals and objectives of off-campus programs and courses are consistent with those of the institution. If such programs or courses differ in purpose or procedure from those offered on campus, the differences are justified and their connection with the institution's mission is clarified.

2H.2   Requirements for off-campus programs and courses are qualitatively consistent with those in effect on campus. Comparable levels of student work and achievement are required for course credit.

2H.3   Off-campus programs and courses are approved and administered under established institutional policies and procedures and are supervised by an administrator who is part of the institutional organization.

2H.4   To assure quality in off-campus programs and courses, on-campus administrators and faculty have appropriate involvement in planning, approval and ongoing evaluation of these programs and courses, and in the selection and evaluation of instructors.

2H.5   Qualifications of instructors in off-campus programs and courses are commensurate with those for on-campus instructors. It is desirable that at least 50% of courses offered off campus be taught by the regular faculty of the institution.

2H.6   Off-campus programs are described in appropriate catalogs, brochures, announcements and other promotional materials. Exceptions to on-campus conditions are clearly indicated in off-campus program documents.

2H.7   Credit awarded for participation in travel/study courses is based on the same standards required for on-campus courses.

2H.8   Individual records for all students are permanently maintained at the main campus of the institution and they document grades, credits earned and any certificates, diplomas or degrees awarded.

Component 2I. *If offered, online educational programs and courses are an integral part of the institution. Their goals and objectives are consistent with those of the institution. The institution provides appropriate resources and controls to maintain quality.*

TYPICAL INDICATORS:

2I.1 Goals and objectives of the online programs and courses are consistent with those of the institution. If such programs or courses differ in purpose or procedure from those offered in a face-to-face style, the differences are justified and their connection with the institution's mission is clarified.

[Note: An online course is defined as a course that is taught 100% online with the possibility of non-mandatory face-to-face meetings. Blended or Hybrid courses as those that are at least 25% face-to-face based and no more than 75% online. A face-to-face course that meets 100% in the classroom, but adds course materials and activities are called Supplemental courses.]

2I.2 The online programs and courses use learning activities that engage students in active learning; provide students with multiple learning paths to master the content based on the students needs; and provide ample opportunities for interaction and communication student to student, student with instructor and instructor to student.

2I.3 The programs and courses use multiple strategies and activities to assess the progress of the students and provide the students with feedback.

2I.4 The programs and courses take full advantage of a variety of technology tools, have a user-friendly interface, and meet accessibility standards for interoperability. This will be normally accomplished by the use of a Learning / Course Management System (LCM/CMS).

2I.5 The program itself and each course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies.

2I.6 The online programs are described in appropriate catalogs, brochures, announcements and other promotional materials. Exceptions to on-campus conditions are clearly indicated in online program documents.

STANDARD THREE:

FACULTY AND STAFF

The people involved in all phases of the day-to-day operation of a school exert a strong influence on its product and its ultimate value to its constituency. The institution therefore seeks to engage and maintain a faculty and staff of the calibre of people who will be most likely to accomplish the mission and goals for which it exists.

Staff includes all employed personnel, whether salaried or not. The categories of those who are employed vary substantially from one institution to another.

Component 3A. *Faculty, staff and administrators are qualified by training and experience to achieve and promote the mission of the institution. An effective faculty development program is provided and faculty participates in its design and activities.*

TYPICAL INDICATORS:

3A.1   Criteria for faculty selection, both full-time and part-time, are clearly stated, public and directly related to institutional and program goals and objectives.

> 3A1.1   Christian character, teaching effectiveness and relevant ministry experience are primary criteria in the selection and retention of faculty.

> 3A1.2   Faculty members are expected to have attained at least one level of training above the level they are teaching. Occasionally high levels of demonstrated competence in the field may be accepted in lieu of advanced degrees.

> 3A1.3   A faculty member's academic background is appropriate to the courses taught. Degrees listed by faculty members are from recognized and credible institutions of learning.

> 3A1.4   The school gives evidence that it is seeking to recruit and develop nationals to serve in faculty roles.

3A.2   Criteria for the selection of administrators and support staff are related to the duties and responsibilities of the assignment and to institutional and program goals and objectives and are clearly and publicly stated.

3A.3 The institution conducts regular   evaluations of faculty teaching performance.

3A.4 Teachers hold an appropriate certification from the APTA Teacher Certification Commission.

Component 3B.   *There is a core of full-time faculty whose primary professional responsibility is to the institution.*

TYPICAL INDICATORS:

3B.1   In general, the core of full-time faculty, including administrators, teaches at least 50% of course units offered.

3B.2   The maximum teaching load for a full-time faculty member is normally 24-26 semester units per year at the undergraduate level and 18-20 semester units at the graduate level for full-time teachers. Teaching loads for faculty with administrative or other school-related duties are reduced proportionately.

3B.3   A clear statement of faculty responsibilities exists and is followed.

Component 3C. *The faculty is sufficient in number and diversity of preparation to provide effective instruction and support services for the programs offered, while also participating in educational planning, policy-making and curriculum development.*

TYPICAL INDICATORS:

3C.1   The faculty is sufficient in number to provide for effective instruction, adequate coverage of courses and the support services required by the academic programs offered without overloading particular faculty members.

3C.2   Faculty as a whole hold appropriate degrees from a variety of recognized academic institutions sufficient to provide diversity of preparation and an appropriate learning environment for the students.

3C.3   The faculty is sufficient in number to enable active, regular participation in educational planning, policy making and development of the curriculum for the institution.

Component 3D. *Institutional policies regarding faculty responsibilities, rights and limitations are published and readily available.*

TYPICAL INDICATORS:

3D.1   Any religious beliefs and practices, which limit the academic freedom and define the responsibilities of the faculty are made clear.

3D.2   Policies governing faculty employment, salary and responsibilities are clearly stated in writing. Any contracts used are formalized.

3D.3   Systematic processes for the development and approval of faculty policy are followed. These processes and policies are included in a faculty or operations manual.

3D.4   The institution has in print an appropriate system of due process for handling grievances, discipline and dismissal actions.

STANDARD FOUR:

STUDENT DEVELOPMENT AND SERVICES

A considerable amount of student development and learning takes place outside the classroom, in the formal and informal activities and services offered on campus as well as those under school sponsorship off campus. These activities reflect the institutional mission and goals and promote positive development of the student as a whole person.

Student services include all non-academic programs and services of the institution that demonstrate a concern for the full and appropriate development of the student's spiritual, social and intellectual potential in light of his or her needs, interests and capabilities. The particular services offered depend on the institution's mission, the characteristics of its student body and whether students are housed in campus facilities.

Component 4A. *The institution has an appropriate procedure for determining the need for student services and for involving staff and students in developing and evaluating those services. The services should be accurately communicated through the catalog, student handbook or other means.*

TYPICAL INDICATORS:

4A.1   The institution systematically collects and evaluates relevant data on the need for student services.

4A.2   Methods of assessment of needed student services are designed and evaluated to ensure cultural relevance.

Component 4B. *The institution's student development programs and services support the institutional mission and goals. The comprehensiveness of these services reflects the diversity of its student body and the needs of both its resident and non-resident students.*

TYPICAL INDICATORS:

4B.1   The institution has programs designed to cultivate the Christian character, spiritual life and gifts of its students.

> 4B1.1   The institution places high priority on the quality of the spiritual life of the individual student and the institution as a whole.

4B1.2   The spiritual life development programs of the institution include chapel services, personal devotions, special events, individual guidance, etc.

4B1.3   The institution actively promotes the student's experience and development of a Spirit-filled and empowered life.

4B.2   The institution provides student services for student orientation, counseling, practical ministry training, discipline and ministry placement assistance upon graduation. It may also include such services as housing, food services, student health services, campus responsibilities, recreation, student government, student employment, student store and helps for the development of special interests as may be appropriate.

4B.3   An alumni program provides for the alumni a continuing identification with the school and is an essential part of the student service program.

Component 4C.   *Student services are coordinated and administratively unified.   Administrators, counselors and support staff have appropriate training or experience and are committed to the institution's mission.*

TYPICAL INDICATORS:

4C.1   A qualified member of the staff is responsible for the operation of each service provided. The duties of the position are clearly defined and authority commensurate with responsibility is delegated.

4C.2   The institution facilitates the development of the student services staff.

STANDARD FIVE:

LEARNING RESOURCES

All resources of an educational institution exist to support the educational program and thereby accomplish the institutional mission and goals. Policies regarding learning resources express the educational philosophy of the institution they serve and are central to its purpose.

Learning resources include the library and its collections, other collections of materials that support teaching and learning, student study areas and the facilities that house such equipment and services. It also includes distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, and other instructional media.

Several patterns of organization, administration, acquisition, storage and distribution of learning resources may be equally valid and effective in institutions with diverse personnel, physical facilities and levels of financial support.

Component 5A. *Learning resources are up to date and sufficient in quantity, quality and diversity to support the institution's instructional program and the needs of students.*

TYPICAL INDICATORS:

5A.1   Learning resources are balanced in direct relationship to the number and level of curricular offerings.

5A.2   The acquisition of learning resources is adequately supported by budget allocations in keeping with the needs of the instructional programs.

5A.3   Learning resource equipment is properly maintained and readily accessible.

Component 5B. *There is an established procedure for the selection and ongoing evaluation of learning resource materials.*

TYPICAL INDICATORS:

5B.1   The administrators, faculty, learning resource staff and, where appropriate, students participate in the selection and evaluation of learning resource materials.

5B.2   A written policy guiding learning resource selection and ongoing development is current and available to the faculty.

5B.3   Obsolete or irrelevant materials are systematically and periodically reviewed for possible replacement or removal.

Component 5C. *Learning resources are organized, readily available and used by faculty and students.*

TYPICAL INDICATORS:

5C.1   The organization of the holdings is clearly described and allows for easy retrieval by faculty and students. Library hours provide convenient access to collections. Learning resources include electronic media and internet.

5C.2   Learning resources staff work with faculty to encourage effective use of the full range of learning resources by students. Instructional methods and course requirements encourage the use of the library collection and other learning resources where applicable.

Component 5D. *An appropriately trained staff is available to assist users of learning resources.*

TYPICAL INDICATORS:

5D.1   The learning resources staff is sufficient in number and expertise to provide the needed services.

5D.2   Appropriate personnel are available whenever the facilities are open.

5D.3   The institution demonstrates commitment to the training and development of the learning resources staff.

Component 5E. *The organizational relationships and responsibilities of learning resources personnel are clearly stated and appropriate to the mission and goals of the school.*

TYPICAL INDICATORS:

5E.1   Responsibilities and lines of relationship of learning resources staff are clearly defined in writing.

STANDARD SIX:

GOVERNANCE AND ADMINISTRATION

The structure by which the institution is governed consists of its various controlling bodies and individual officers; their relationships, organizational lines of authority and job descriptions. These bodies and individuals operate by established procedures, which are designed to facilitate the fulfillment of the institution's mission and goals.

Component 6A. *The institution is governed in a manner consistent with its mission statement and goals. Conditions and procedures have been established by which the institution: 1) can fulfill its mission and goals, 2) is substantially accomplishing them, and 3) can be expected to continue to do so.*

TYPICAL INDICATORS:

6A.1 Policies and procedures for realizing the institution's mission and goals have been clearly stated, communicated and incorporated at all levels and through all segments of the organization.

6A.2 Policies and procedures give evidence that the governing board and administration base decision making on the institutional mission and goals.

6A.3 The Board and administration periodically evaluate whether policies and procedures further the institution's mission and goals.

Component 6B. *The institution has a governing body (normally the Board of Directors), which is entrusted with legal responsibility. If the legally responsible body differs from the Board of Directors, specific policies exist to define the relationship and prerogatives of the governing bodies. The Board provides and is guardian of the charter, constitution and bylaws, memorandum of association or whatever legal documents authorize the establishment and governance of the institution. The Board exercises ultimate authority in guiding and advancing the institution in harmony with its stated mission and goals.*

TYPICAL INDICATORS:

6B.1 The legal documents authorizing the establishment of the institution have been carefully developed and duly adopted and, when appropriate, are legally filed or registered. These documents are in the possession of the Board, are kept current and are used to guide executive action and setting of policy.

6B.2   The Board is of sufficient size and diversity (which may include lay persons) to reflect the interests of the constituency and to act on behalf of the institution. The terms of the Board are specified and arranged so that not all will expire simultaneously.

6B.3   The Board has a clear understanding of its authority, responsibilities and duties as found in the legal documents and seeks to exercise them fully. The board seeks to guide and advance the institution in a manner consistent with its mission and goals. The Board exercises its authority only when it meets as whole, not as individual members, except when the Board specifically delegates its authority.

6B.4   The Board makes clear differentiation between its policy-making function and the executive responsibilities of the administration.

6B.5   The role of the President (Chief Executive Officer/Principal) and his or her relationship to the Board as an *ex officio* member, with voting rights and executive responsibility, is clearly specified and understood.

6B.6   The Board meets frequently enough (at least annually) and schedules sufficient time to fully discharge its responsibilities.

6B.7   All legal documents and accurate official minutes of all meetings of the Board are kept under the jurisdiction of the Board and preserved in an appropriate location. Legal documents are safeguarded against damage or destruction, or photocopies are maintained in an off-campus location.

Component 6C.   *The administrative organizational structure, and the experience and skills of the administrators, are adequate to provide for effective management and ensure accomplishment of the institution's mission and goals, considering the complexity, programs and size of the institution.*

TYPICAL INDICATORS:

6C.1   The organizational structure is clearly stated and there are administrators and administrative committees appropriate to the size and complexity of the institution.

6C.2   The president/principal is responsible for guidance, coordination and the general management of all areas of the institution.

6C.3   Administrators and faculty have clearly defined job descriptions which are executed as stated.

6C.4   Administrators have the spiritual maturity, education and experience needed to provide leadership and good management in their various areas of assignment.

6C.5   There is effective dissemination of policy decisions and administrative information at all levels of the institution.

STANDARD SEVEN:

PHYSICAL RESOURCES

> **The institution's physical resources, whether owned, rented or shared with another entity, constitute the environment for instruction and student development. The Board and administrators give priority to maximizing the effective use of these resources. Institutional policy guides in proper stewardship of resources in line with the institutional mission and goals.**
>
> **The physical resources of an educational institution include land, buildings and equipment. Considerations include appropriate allocation of space for particular activities and efficient use and adequate maintenance of resources.**

Component 7A. *Physical resources, especially instructional facilities, both on and off-campus, are provided, arranged, maintained and managed to enable the institution to adequately fulfill its mission and goals.*

TYPICAL INDICATORS:

7A.1   Space is assigned and arranged to best fit the various functions and programs of the institution and learning requirements of the students.

7A.2   Facilities and grounds used are clean and in good repair; maintenance is conducted in a systematic, planned fashion; and plant operation and maintenance is adequately staffed and supported.

7A.3   There is appropriate provision for safety, security and insurance needs.

Component 7B. *School equipment is adequate and properly maintained.*

TYPICAL INDICATORS:

7B.1   Equipment purchases are appropriate and commensurate with the needs of the institution and the overall budget.

7B.2   Equipment is maintained on a regular basis and attention is given to the safety and health aspects of its operation and maintenance.

7B.3   An adequate inventory control is maintained. Periodic replacement of institutional equipment is planned and budgeted according to priority need.

Component 7C. *The design, development and use of physical resources are based on the educational programs of the institution and involve comprehensive planning.*

TYPICAL INDICATORS:

7C.1   There is a master plan for campus development and use, consistent with the mission and goals of the institution.

7C.2   The governing board appropriately involves the administration, faculty, staff, students and other concerned bodies in planning and designing facilities.

7C.3   Projected facilities are designed to accommodate the academic and support-service needs of the institution and reflect the climate and culture.

STANDARD EIGHT:

FINANCIAL RESOURCES

A sound financial condition is essential for the long-term continuity of the institution. The allocation of financial resources reveals its operational priorities and determines its effectiveness for service. Considerations include stability and range of sources of income and the efficiency of planning and management of those financial resources according to the institutional mission and goals. The governing board and sponsoring constituency of the institution take appropriate responsibility for the funding of the institution.

The financial resources of institutions vary widely. However, quality education can be offered with limited resources if programs are designed realistically.

Component 8A. *The institution exhibits sound financial management based on a systematic planning process consistent with its mission and goals and involving participation by all segments of the institution.*

TYPICAL INDICATORS:

8A.1   Sponsoring organizations have given the institution appropriate autonomy in budget and planning matters according to stated procedures and priorities.

8A.2   The finances, assets and liabilities of the institution are under the jurisdiction of the governing body or bodies.

8A.3   Provision is made for the various departments of the institution to submit budgets. Financial planning also takes into account student enrollment and services, staff compensation and benefits, equipment acquisition and maintenance, facility development and maintenance and long-range projections.

8A.4   Christian ethics are practiced in all business matters and the institution maintains a positive testimony in the business community.

8A4.1   Financial obligations are met promptly; contracts and agreements are honored; and good credit is maintained.

8A4.2   There is accurate representation in the solicitation of funds. Gifts and donations are used strictly in accordance with the purposes for which they are given.

Component 8B. *The financial management of the institution includes sound budgeting, control, proper records and reporting.*

TYPICAL INDICATORS:

8B.1   Management of financial resources adheres to appropriate standards for budgeting and accounting and includes sufficient flexibility to meet contingencies.   Adequate safeguards are provided for the receiving and expending of funds. Accurate and regular financial reports are provided for administrative decision-making.

8B.2   The institution has clearly defined procedures and lines of authority for financial administration. Personnel have written job descriptions, which include accountability.

8B.3   Clear and accurate financial reports are regularly submitted to the Board of Directors. Provision is made for annual audits.

Component 8C. *Projected financial resources are sufficient to support the institution's mission and goals, maintain the quality of programs and services, and serve the number of students enrolled.*

TYPICAL INDICATORS:

8C.1   The school is financially able to fulfill obligations of current educational programs advertised and offered.

8C.2   The institution seeks to develop a broad base of financial support in order to promote its stability and continuing solvency.

8C.3   The projections for expanding educational programs and facilities are consistent with the potential finances of the institution.

8C.4   The Board of Directors oversees and takes an active role in the securing of institutional finances.

8C.5   Financial records are safeguarded against damage or destruction.

STANDARD NINE:

STUDENT OUTCOMES

An educational or training program has validity only to the extent that the lives and ministry of its graduates fulfill the stated mission and goals of the institution and that graduates function adequately in the roles for which the institution claims to have trained them. Graduates exhibit a positive attitude toward the spiritual growth they experienced and the preparation for ministry they received at the institution.

Component 9A. *Graduates demonstrate spiritual maturity and effectiveness in ministry by contributing to church growth and development.*

TYPICAL INDICATORS:

9A.1   The institution regularly evaluates the spiritual maturity and effectiveness in ministry of its graduates.

9A.2   A high proportion of graduates actually enter and remain in the ministry roles for which they were trained. Those graduates who do not enter full-time ministry have become significantly involved in the local church.

9A.3   Graduates occupying ministry positions are considered well qualified by local churches and church leaders.

Component 9B. *Graduates of the institution and church leaders express a high degree of satisfaction with the ministry training provided.*

TYPICAL INDICATORS:

9B.1   Periodic surveys of graduates indicate a high degree of satisfaction with the ministry training they have received.

9B.2   Church and denominational leaders express satisfaction with the ministry training provided by the institution.

9B.3   Graduates demonstrate their satisfaction with the institution through financial support, student recruitment, promoting the institution's relationship to the local church, etc.

STANDARD TEN:

RELATIONSHIPS WITH CHURCHES

Constructive relationships between the institution and the churches that it serves, including their governing bodies, are recognized and actively enhanced by institutional policy and by the conduct of its administrators, faculty, staff and student body, to the mutual benefit of the institution and its constituency.

Activities conducive to such relationships include the formal public relations activities of the Board, administrators and faculty, and the full range of contact students, alumni and staff have with the community and churches. Good relationships are enhanced by effectively equipping students for ministry and by such means as making appropriate educational programs available to the churches.

Component 10A. *The institution actively endeavors to cultivate and maintain positive relationships with its sponsoring organization, alumni and various constituent bodies.*

TYPICAL INDICATORS:

10A.1 The institution is responsive to the needs of the churches it serves and keeps them informed of its work and progress to encourage recruitment and secure financial support.

10A.2 Board members, administrators, faculty, staff and students express favorable attitudes toward the institution and promote a positive image of the institution among its constituency.

10A.3 Publicity material is clear, accurate and presents a positive image of the institution.

10A.4 Where possible, non-credit seminars are provided to serve the members of the church community.

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