

# **GUIDE TO ACCREDITATION PROCESS**

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## PURPOSES

The Accreditation Commission of the Asia Pacific Theological Association (APTA) exists for the purpose of assisting member institutions voluntarily assess their effectiveness in accomplishing their mission and ministry training goals. The process requires a self study and on-site visit for validation purposes. Through this process of continuing institutional self-renewal aided by self study and evaluation, the APTA Accreditation Commission seeks to accomplish two essential purposes:

**Purpose 1** - To assure an institution and its constituency that the school has established and is substantially accomplishing its mission, goals and objectives.

**Purpose 2** -To encourage a school to upgrade its instructional program and support services, and to continue to focus on Pentecostal distinctive and the importance of learning and training for effective ministry.

## ACCREDITATION

Accreditation is a voluntary service of the Association. It is defined by this Association to mean that an institution has completed a self study based on the Standards of the Association (See *APTA Accreditation Standards*), and has been determined to be guided by well-defined and appropriate goals. Accreditation further signifies that a school has established conditions and procedures under which its goals can be realized, is substantially accomplishing them, and can be expected to continue to do so. These concepts comprise what is known as the *Principle of Accreditation*. (See Appendix A: *Glossary* for definitions used by APTA).

The Accreditation Commission of APTA (hereafter called Commission) meets at regularly scheduled times. The Commission members will have received a copy of the Visiting Team report including its confidential recommendations prior to the meeting in which it considers the school for accreditation. At the meeting, these materials will be discussed with the Self-Study Report available for reference. The Commission will allow as much time as necessary to discuss the findings of the Visiting Team and the supporting evidence found in the Self-Study Report. (Please note that due to the international scope of APTA, English is the official language. All official documents of the Association are in English. Those documents submitted by the institution pertaining to accreditation (e.g. the Self-Study Report) likewise must be in English.

The status and/or term of accreditation is based in part on the appropriateness of the institution's mission, goals and objectives for an institution of its type and the

degree to which the mission, goals and objectives are being met. The other determinant for accreditation is the degree to which the institution meets the APTA Standards, which are established to determine the effectiveness of an institution's educational program and services.

APTA operates according to the concept of *whole school accreditation* rather than programmatic accreditation. This means that every program and aspect of the school is considered during the accreditation process. However, this does not preclude accreditation when there are weak programs or aspects of the school's operation as long as the school as a whole is substantially meeting APTA Standards.

## **APTA ACCREDITATION STANDARDS**

To qualify for accreditation, an institution must give evidence of adequately meeting the APTA Standards. These 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.

Fundamental to accreditation is the quality of the educational program experienced by the students and as evidenced by student learning outcomes. Different Standards vary in their impact on student learning outcomes. The Visiting Team will take this into account when evaluating the self study. In addition, the team will evaluate the school's evident ongoing process for improving its educational program.

## **BASIC REQUIREMENTS FOR APTA ACCREDITATION**

For a school to be considered for accreditation, the following basic requirements must be met:

1. Membership in APTA.
2. Five years in operation or two graduating classes.
3. Appropriate authority to operate as a school.
4. Possession of a structured curriculum.
5. Having a governing body with legal responsibility for the school.
6. Possession of the basic resources necessary to implement the curriculum (i.e. administrators, faculty and physical facilities).

## STEPS IN APPLICATION PROCESS

The preliminary steps are intended to determine if a school meets the basic requirements for accreditation and is ready to undertake a self study and an on-site visit. No representations by the school regarding its candidacy for accreditation with APTA can be made until the school is notified in writing by APTA that Candidate Status has been formally approved.

1. The school contacts the APTA Executive Director (by letter, phone or personal communication) indicating an interest in possible accreditation by APTA.
2. The **Preliminary Accreditation Questionnaire** (see Appendix B) is sent to the school along with the Accreditation documents: *APTA Constitution & Bylaws*, *APTA Accreditation Standards*, and *Guide to APTA Accreditation Process*.
3. The school completes the **Preliminary Accreditation Questionnaire** and sends it to the Executive Director along with a request for a preliminary visit by a representative of the Accreditation Commission.
4. The Executive Director and Commission Chairperson review the **Preliminary Accreditation Questionnaire** and determine the appropriateness of a consultation visit by a Commission representative. If a visit is not deemed appropriate, the school will be advised of the steps it should take before further consideration can be given to the request.
5. If appropriate, a Commission representative visits the school to review and explain the accreditation process and documents, and to assist the school to determine if it is feasible to proceed with the accreditation process at this time. The **Statement of Intent to Seek Accreditation** (hereafter called **Statement of Intent**) is provided if the school decides to seek accreditation (see Appendix C).
6. The Commission representative submits a written report to the Executive Director on the visit and its results.
7. If the school decides to apply for accreditation, the **Statement of Intent** is sent to the Executive Director. This form confirms the school's willingness to undertake a self study.
8. The Accreditation Commission considers the **Statement of Intent** and the written report from the Commission representative to determine whether the school meets the basic requirements for accreditation and is ready to undertake a self-study. If so, a timetable for self study and the on-site visit is arranged and written authorization to proceed is sent to the school indicating

that it is admitted to **Candidate Status**. If the school is not judged to be ready for **Candidate Status**, the Executive Director will notify the school of the steps it should take before reconsideration can be given.

9. When the school is granted **Candidate Status** it must begin to submit **Annual Progress Reports** (see Appendix D). Failure to submit required reports or to meet the agreed schedule for completion of the self study or on-site visit shall be sufficient cause for withdrawal of **Candidate Status**.

## ACCREDITATION CATEGORIES

### CANDIDATE STATUS

An institution will be considered to be in **Candidate Status** when the **Statement of Intent** is received and *accepted* by the Commission, the school has agreed to a schedule for the submission of the Self-Study Report and accreditation team visitation, and a formal written notification to the institution has been sent by the Executive Director.

#### Steps to Advance To Accredited Status

1. A Self-Study Report will be completed. An Institution which finds certain Standards inapplicable because of specialized programs or limited purposes should document these differences in their Self-Study Report.
2. The Self-Study Report will be forwarded by the school to the appropriate persons according to the specific instructions of the Executive Director.
3. The evaluation by the Visiting Team will be completed and a report submitted to the commission.
4. The Commission will review the report of the Visiting Team and determine whether accreditation can be granted and what the status and term of accreditation will be.

### ACCREDITATION STATUS

#### Provisional Accreditation Status

The Commission has determined that the school is in compliance with most of the Standards of APTA. The school has developed action plans which demonstrate the ability and intent to respond to notations within a specified time span.

### **Steps to Advance to Full Accreditation Status**

1. The institution will be expected to submit accreditation progress reports as specified by the Commission, documenting developments toward the fulfillment of all accreditation requirements.
2. When the institution has responded appropriately to the notations given by the Commission as its reports, a visit to the school will be scheduled to verify the institution's progress. Whenever possible this visit should be made by the chairperson or another member of the original visitation team. A report of the visit will be submitted to the Commission.
3. The Commission will review the report and determine whether the institution can be advanced to **Full Accreditation Status**.

### **Full Accreditation Status**

The Commission has determined that the school is in compliance with the Standards of APTA. Progress is being made toward responding to any notations.

In order to retain **Full Accreditation Status**, institutions must submit Annual Progress Reports, required progress reports, and follow a cycle of self study, visit and follow-up as specified by the Commission.

Specifically, the Visiting Team's confidential recommendation to the Accreditation Commission is one of the **TERMS** listed below:

A term of **TEN** years with, at the end of **FIVE** years, a written progress report from the school's administration made to the institution's governing board on any notations listed in the Visiting Team report. Upon review and formal acceptance by the governing board, the report must be filed with the APTA office.

A term of **TEN** years with, at the end of **FIVE** years, a complete written progress report to the Commission responding to any notations and a **one day** on-site revisit by a two-member team who will file an interim Visiting Team progress report with the Commission.

A term of **FIVE** years with a full self study, full on-site visit and Visiting Team report to the Commission during the **FIFTH** year. At the end of the **SECOND** year a written progress report must be made by the school's administration to the institution's governing board on any notations listed in the Visiting Team report. Upon review and formal acceptance by the governing board, the report must be filed with the APTA office.

Following a term of **Full Accreditation** of **FIVE** to **TEN** years, a **TWO** or **THREE** year limited term may be granted with required progress reports and a full revisit at the end of the term to serve as a "warning" that, unless prompt attention is given to **ALL** notations, the institution may be placed on **Probationary Status**.

### **Probationary Status**

At any time during a given term of accreditation, an accredited institution may be placed on **Probationary Status** by the Commission when it has been determined that any of the following have occurred:

1. The institution is no longer maintaining acceptable compliance with applicable APTA Standards or policies.
2. Adequate progress is not being made toward responding to notations within the specified time span.
3. The institution has not, in a timely manner, informed the Commission of substantive changes in the organizational structure of the institution or in the educational programs offered. *Substantive changes* included changes in administrative personnel, academic programs or other aspects of the school that would significantly affect its ability to carry out normal operations (e.g. financial difficulties or a new location). The introduction of new academic programs is considered a *substantive change* requiring prior notification to the Commission. NOTE: To be reinstated to **Full** or **Provisional Status**, the institution must correct within the specified time span the conditions which prompted its being placed on **Probationary Status** and submit a report giving evidence to that effect. The Commission has the prerogative to schedule a campus visit to verify this report.

### **RIGHT OF COMMISSION TO REVIEW ACCREDITATION**

Based on reports from accredited schools or other reliable information indicating a substantive change in the school's programs or operation, the Commission reserves the right to authorize a special visit and to take appropriate action regarding the school's accreditation status.

### **LOSS AND RESTORATION OF ACCREDITATION**

The Executive Board of APTA, upon the recommendation of the Commission, may withdraw accreditation from an institution that has failed to meet probationary stipulations within the specified time span or is no longer



maintaining acceptable compliance with applicable APTA Standards or policies. Accreditation may be restored by the Executive Board upon recommendation of the Commission.

## **RIGHT AND APPEAL FOR RECONSIDERATION**

The decision of the Executive Board or Commission regarding the status, denial, loss or term of accreditation may be appealed to the body making the decision within ninety days after receipt of notification of the action taken. The appeal must be in writing and signed by the President/Principal of the institution certifying official action of the governing body to appeal and specifying the basis of the appeal. The subsequent decision of the Board or Commission shall be considered final.

## **THE ACCREDITATION PROCESS**

### **Overview Of Accreditation**

Accreditation is a process of assessing the quality of the institutional program and then establishing priorities for upgrading. Therefore, the self study should be considered a major part of the institutional planning process. Action plans should be used as a guide for following through on the recommendations and notations identified through the self study and Visiting Team review process.

Coordinating the accreditation process with the existing institutional planning processes will avoid duplication, fragmentation, and potential conflicts. Individuals and groups involved in the school's instructional and institutional planning should be used extensively in the self study. They also should be involved after the accreditation visit in following through on the action plans and addressing recommendations and notations.

Schools preparing a Self-Study Report for initial accreditation must be careful to prepare a comprehensive report that addresses each Component of APTA's Standards. The report should culminate in institutional action plans that address identified areas needing upgrading, as well as normal growth and development issues.

Through the APTA Executive Director's office, limited assistance may be available to schools in planning their self study. In addition, the Asia Pacific Education Office (APEO) staff and consultants provide assistance and direction to schools in developing their programs, conducting the self study and initiating follow-up related to the accreditation process.

### **Steps to Accreditation**

1. The candidate institution proceeds with the self study according to the agreed timetable.
2. At least 60 days prior to the scheduled visit, the school sends the Self-Study Report to the appropriate persons according to the specific instructions of the Executive Director.
3. The Visiting Team conducts an on-site evaluation of the institution.
4. The Visiting Team prepares a report on the visit and submits this to the Commission.
5. The Commission considers the Self-Study and Visiting Team Reports to determine whether the institution should be accredited.
6. The Executive Director notifies the institution of the decision of the Commission. This may include **Provisional** or **Full Accreditation Status** or **Denial** of accreditation.

### **Three Major Phases In The Accreditation Process**

#### **Self-Study**

This process strongly emphasizes total staff involvement in the school's assessment of its mission fulfillment in regards to the APTA Standards. It stresses the comparison of the institutional program to the Standards with their Components and Typical Indicators. It is essential that the school take an objective look at its strengths and areas needing upgrading with respect to these Standards. Steps of the self study are as follows:

1. Understand the process and desired end result of the self study.
2. Analyze and understand the APTA Accreditation Standards.
3. Evaluate student outcomes.
4. Compare the institution, its programs and outcomes to the Standards.
  - a. Collect information.
  - b. Analyze and evaluate the results of the comparison.
  - c. Determine the degree to which the institution complies with each Standard.
  - d. Identify strengths and areas needing upgrading.

5. Develop action plans to upgrade the institution and its programs.
  - a. Decide on priorities.
  - b. Identify possible solutions.
  - c. Determine the action to be taken, by whom, and when.

### **On-Site Visit**

The Executive Director in cooperation with the Commission Chairperson will appoint a Visiting Team who will conduct an impartial and objective review of the school and verify the findings of the school as reported in the Self-Study Report. The Visiting Team is to be composed of Bible school educators and others who represent the various facets of operation of the school who have met the certification requirements established by the Commission and have been certified as evaluators.

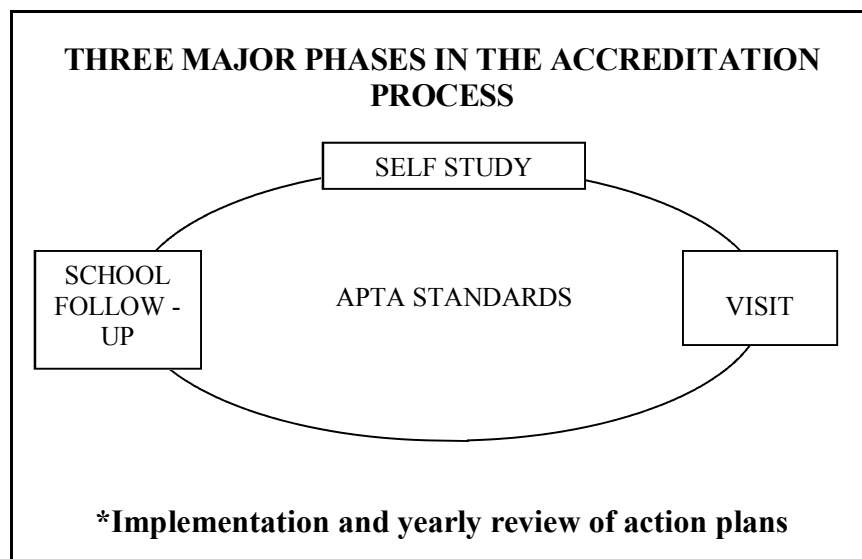
The school will be given opportunity to comment on the proposed Visiting Team membership prior to final appointment. The Visiting Team spends several days (to be determined by the Executive Director) at the school to provide an outside perspective on the validity of the self study and the comparison of the school to the APTA Standards. The Visiting Team members, who are thoroughly familiar with the Standards, assist the school in identifying strengths and areas needing upgrading and offer suggestions concerning action plans.

During the on-site visit, the Visiting Team will write a report in which it identifies its findings. The Team will meet with the school personnel selected by the President/Principal to present a draft of its report. In this meeting the Visiting Team will attempt to secure any correction of factual information and misperceptions. There will be a second such meeting in which the final report of the Visiting Team to the Commission will be read.

The Visiting Team also recommends the status and term of accreditation to the Commission. The Commission itself determines the accreditation status and term.

### **Follow-up**

This stage reflects the commitment to ongoing upgrading of the institution and its programs. After notification of the Commission's decision, the school committees develop and implement their action plans related to the recommendations and notations. These action plans become part of the yearly goals and objectives of the institution. The chart below illustrates the cyclical nature of the accreditation process while the one following gives a summary of the steps in the accreditation process.



#### Flow of Major Events

The following is a minimum timeframe and suggested sequence of action for the accreditation process once **Candidate** or **Accredited Status** has been granted. Institutions may vary this to meet particular circumstances.

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24-12 Months Before Visit	Determine date of visit in cooperation with the APTA Executive Director. Appoint the Self-Study Coordinator and Steering Committee. Orient/train the Coordinator and President/Principal. Orient/train Faculty, Staff and others. Prepare for the self study.
11 Months Before Visit	Implement the Self-Study Process: 1. Compare program to Standards, Components and Typical Indicators. 2. Meet to review the curriculum. 3. Identify strengths and areas needing upgrading relative to Standards. 4. Write/revise report drafts. Contact with APTA Executive Director regarding arrangements for visit
4 Months Before Visit	Complete committee reports: 1. Prioritize strengths/areas needing upgrading. 2. Develop preliminary action plans.

	<p>Consolidate committee reports into full report.  Draft Self-Study Report (Steering Committee).  Edit and print final version of Self-Study Report.</p>
2 Months Before Visit	Mail copies of Self-Study Report as indicated by the Executive Director.
<u>ON-SITE VISIT</u>	<p>Visiting Team:</p> <ol style="list-style-type: none"> <li>1. Validates Self-Study Report.</li> <li>2. Presents Visiting Team report to school.</li> </ol>
1 to 6 Months After Visit	<p>Accreditation Commission notifies school of decision.  Committees meet to develop action plans regarding notations and recommendations.  Committees meet to modify preliminary action plans based upon Visiting Team input.</p>
Subsequent Years	<p>Coordinate implementation of action plans (by Follow-up Committee).  Prepare and submit progress reports as required.</p>

### **PREPARING FOR THE SELF-STUDY**

1. Self-Study Coordinator Appointed and Receives Training

The President/Principal appoints a Self-Study Coordinator who studies all APTA accreditation documents in the school year prior to the year used for the self study/accreditation process. Self-study training is regularly provided by the Commission. APEO also provides documents that may be helpful in the accreditation process.

2. Coordinator and President/Principal Appoint Committees

The Coordinator and President/Principal appoint committees and a chairperson for each committee. Some of these chairpersons will serve on the Steering Committee along with the Coordinator and President/Principal.

3. Coordinator and President/Principal Establish a General Timeline

The Coordinator establishes a calendar for the major events of the self-study. This should be consistent with the date set for the on-site visit and a detailed timeline of specific committee meetings and tasks to be accomplished. The Coordinator and President/Principal should have input from the Steering Committee members regarding the detailed timeline.

4. President/Principal Establishes Support Systems

Working with the Coordinator, the President/Principal organizes support such as administrative help, orientation materials, financial resources, clerical assistance, access time for staff members, translation assistance and duplicating.

5. Coordinator Duplicates Self-Study Materials

The pages from this *Guide* needed by committee chairpersons and members are listed below. They should be distributed during training for the chairpersons or when the committees are appointed.

- \* Pages 6 - 8 - Overview of Accreditation
- \* Page 9 - Flow of Major Events (as adapted by Coordinator)
- \* Pages 14 - 18 - Self Study Committee Process
- \* Page 18 - Sample Schedule for Accreditation Team Visit

6. Coordinator Orients Faculty and Staff

The Coordinator orients faculty and staff to the self-study and accreditation process. This orientation should include:

- a. A thorough explanation of the APTA accreditation process with emphasis on the value of a systematic self study and review by the APTA Visiting Team.
- b. A discussion of how this process will benefit the students, staff, and institution. There should be an emphasis on the value of the process in identifying the strengths and areas needing upgrading through the Self-Study and Visiting Team Reports.
- c. A discussion of the APTA Standards, Components and Typical Indicators and their importance as a basis for the evaluation and accreditation of the institution.
- d. An explanation of the basic self-study process and organization of the Self-Study Report, including a review of the steps of the self study. In addition, the committee structure and designated Standards for each committee are explained.
- e. An overview of the nature and purpose of the team visit.
- f. The importance of the follow-up process.

#### 7. Coordinator Trains Committee Chairpersons

The Coordinator provides additional training for committee chairpersons after the total faculty and Staff orientation. Training should cover:

- a. A review of the basic purpose of the self study, team visit, and follow-up as an institutional upgrading process.
- b. The necessity of total faculty and staff involvement.
- c. The extreme importance of all committee members' analyzing and understanding the important Typical Indicators of all the assigned Standards and Components.
- d. The need to examine objectively all aspects of the institution and its programs with respect to the Typical Indicators of the Standards and Components.
- e. The need for in-depth discussion of gathered information and perceptions by all committee members.
- f. The role of a chairperson as:
  - A trainer of committee members in the use of the Standards and data collection.
  - An organizer of committee meetings and tasks, providing ample time for dialogue.
  - An organizer of data collection, such as arranging class visits, obtaining appropriate documents, and conducting surveys.
  - A facilitator of the writing and editing of the drafts of the report.
  - A facilitator of the development of action plans.

#### 8. Coordinator and Committee Chairpersons Coordinate Surveys

The Coordinator and committee chairpersons coordinate the development and administration of surveys. Samples of surveys may be available from APTA and APEO and may be modified to meet the needs and concerns of the various committees.

## 9. Coordinator and Executive Director of APTA Communicate Prior to Visit

Prior to the visit, the Executive Director of APTA will be in regular communication with the Coordinator and President/Principal to answer any questions or give assistance. The Executive Director may ask questions such as the following during the preliminary contacts with the institution:

- Is the Steering Committee taking an active role, reflecting faculty and staff involvement?
- Are members of all committees using the designated Standards and Components as they collect information, synthesize findings, and writing the institutional report?
- Does the schedule for the team visit permit an initial meeting with the Steering Committee to build trust and rapport for ongoing communication?
- Are the preliminary action plans developed by the committees and the prioritized areas of the school wide issues realistic, specific and meaningful? Can the action plans be implemented reasonably soon within available resources?
- Are there materials needed that APTA could provide to assist the (e.g. sample forms, surveys)?
- Will the Steering Committee facilitate the review of the completed report during the month prior to the visit to determine school wide trends in terms of strengths and areas needing upgrading?
- Have the administration, Steering Committee and governing board established a follow-up committee and process to integrate all notations, recommendations and corresponding action plans into a unified plan for yearly implementation and assessment?

## **SCHOOL COMMITTEES**

### **Committee Structure**

This document provides a process whereby the personnel of an institution, students, and representatives from the school's community conduct an intensive study of the institution and its programs. The process involves an honest, and objective self-appraisal by Board members, administration, faculty, students, staff and representatives of the constituency served by the school. It enables an



institution, through the cooperative efforts of all groups listed above, to identify areas of strength and areas needing upgrading. It points the way for a continuous study of the effectiveness of the instructional program and serves as a basis for the Commission to determine the status and term of accreditation for the school.

The process of studying the school is done by several institutional committees. The school is urged to involve the *total faculty and staff* in the self study, both as a means of developing a more meaningful institutional report and planning for upgrading.

The following committee structure may be best for most schools, however, an institution may adapt the structure to meet particular circumstances. In smaller schools a committee may be assigned two or more Standards. Involvement of the total faculty, staff, students, and community is accomplished by establishing the following committees:

1. Steering Committee
2. Mission Statement, Goals and Objectives
3. Educational Programs
4. Faculty and Staff
5. Student Development and Services
6. Learning Resources
7. Governance and Administration
8. Physical Resources
9. Financial Resources
10. Student Outcomes
11. Relationship with Churches
12. Follow-up Committee (may be Steering Committee)

### **Suggested Committee Composition**

Careful thought should be given to the formation of the study committees. Effort should be made to insure a broad cross section of participation on the various committees. Full faculty participation is expected. support staff, students, alumni, board members, representative pastors, etc. should be involved as much as possible. Each committee needs a chairperson who can keep the group moving through a tight schedule of meetings while maintaining a positive spirit.

Small schools may modify the suggested number and composition of committees. The steering committee may be a committee of the whole. Small flexible subcommittees may be formed and reformed around the sets of related Standards. Note that an expanded study timeline may be needed to accommodate this approach.

The listing below represents a starting point for considering committee membership. This should be adapted to fit local conditions. For example,

board member participation should be considered in light of the demands placed on them and the local organizational structure.

### **Steering Committee**

The Steering Committee assists the Coordinator throughout the process. The committee and total staff review the Self-Study Report to identify school wide trends. The committee sends the edited Self-Study Report to APTA and/or the Visiting Team members as indicated by the APTA Executive Director.

Members of the Steering Committee should include:

Coordinator,  
President/Principal, and  
Selected Self-Study Committee Chairpersons.

### **Standards Committees**

The school is divided into ten committees for the self study; one for each of the ten Standards. In smaller institutions, it may be necessary to have fewer committees and to assign more than one Standard to each committee. The committees should be composed of those who have primary responsibility for the areas related to the particular APTA Standard(s). These committees may be augmented with representation from the board, students, alumni, and interested pastors. The purpose is to include others who can raise stimulating questions and bring fresh insights to bear in evaluation. Students should be present on the committee addressing Student Development and Services.

Each committee describes the school and its programs and compares them with specific Standards, upgrading relative to the Standards. Standards committees also write action plans to address major areas needing upgrading. Each committee's write-up is a chapter of the institutional Self-Study Report.

### **Follow-up Committee** (This may be the Steering Committee)

This committee directs follow-up activities relating to any notations, recommendations and action plans. It should convene immediately after the visit and receipt of the Commission report. The major responsibilities of the committee are as follows: 1) to oversee the development and implementation of action plans resulting from the self-study and on-site visit, and 2) to compile required progress reports.

## THE SELF STUDY COMMITTEE PROCESS

1. Coordinator Serves as a Resource to Committees and Meets Regularly with the Steering Committee.

Throughout the self study, the Coordinator helps the committees understand procedures and requirements, establishes timelines, assists in arrangements for collecting information, and helps with any difficulties. The Coordinator will hold regularly scheduled Steering Committee meetings to discuss problems, concerns, and progress; and to review drafts of the Self-Study Report. It is most important that all Steering Committee members read the completed report looking for school wide trends in terms of strengths and areas needing upgrading.

2. Committees Follow Specific Self Study Directions

Following the total staff orientation, it is expected that the committee chairpersons will receive training in the self-study committee process. After distributing the appropriate materials they will lead their committee members in this self study process. Specific steps are as follows:

- a. Analyze Standard(s) and Components

Meet as a committee to analyze the assigned Standard(s) plus all Components. The suggested process is described as follows:

- Read each Standard and its associated Components and Typical Indicators. Consider also APTA's policies on transfer of credit, credit for prior experiential learning and library development (See Appendices E, F, and G).
- Consider one Component at a time, identifying the critical ideas and topics for study in the statements of the Components and Typical Indicators. Identify the major ideas within each Component upon which the evaluation will be made.
- Using these ideas (topics for study) as guides to identify the information to be collected as the area is compared to the Standard.
- Identify the procedures (e. g. conducting surveys, observing, interviewing, and documenting) that will be used to collect the information, and assign responsibility for data collection.
- Determine the exhibits that will be available for examination by the Visiting Team.

b. Collect Information

Collect verifying information and data *as the program is*, and compare these findings to the topics in the Components and Typical Indicators. A key to the success of the self study is how well this step is performed. Collecting information is important to understanding the actual instruction experienced by the students and the operation of the institution as a whole. This provides a valuable check on the validity of opinions, and is essential if the committee's conclusions are to be more than speculation. The methods of collecting information and kinds of data include:

- observing the lessons instructors are delivering and the nature of student participation in classroom activities. (Classroom visits may be one of the most valuable aspects of the Self study.)
- interviewing students about their courses of study.
- examining course syllabi and instructional materials.
- reviewing samples of student work.
- reviewing institutional documents such as the constitution and bylaws; charter; student records; course offerings; statements of goals and objectives; procedures; minutes of meetings of faculty, departments, student government, and institutional governance; and financial documents (especially those indicating trends).
- discussing issues with administrators, faculty, staff, students and others.
- reviewing the results of questionnaires and surveys.
- personal reflection.

c. Identify Strengths and Areas Needing Upgrading

Meet as many times as necessary to discuss all information and perceptions, identifying evident strengths and areas needing upgrading for each Component.

d. Analyze and Summarize Findings

Once committee members have gathered the necessary information, they are ready to discuss members' comparisons between the

institution and its programs, and the Standard(s). The results of these discussions are the foundation for the Self-Study Report, the starting point for dialogue with the Visiting Team, and the beginning of the upgrading process. Efforts should be made to identify root causes of problems, especially those within the institution's ability to improve within existing resources; this is a key to a meaningful self study. An attempt is made to reach agreement, but differing views on important issues are acknowledged and noted during the discussion and in the written report.

Based on these comparisons, the committee decides upon major strengths and areas which should have the highest priority for upgrading. In addition, the committee assesses the impact of the progress that has been made in responding to the recommendations and notations of the previous APTA accreditation visits, if any. These choices will be decisive both in the focus of the institution's upgrading efforts and that of the Visiting Team. Committee members should be prepared to discuss with the Visiting Team the comparisons between the institution and the Standard(s), and the supporting evidence.

Summarize the discussion by writing for each of the Standards the following sections:

- A summary of how the institution compares to the Components of the Standard in terms of the Typical Indicators.
- Major strengths (2-4) of the institution in relation to the Standard.
- Major areas needing upgrading (2-4) in relation to the Standard.

(See Appendix H for examples.)

e. Develop Action Plans

Develop and write a step-by-step action plan for each identified priority area needing upgrading. This includes who will be involved with each step, a timeline, and a means to assess progress. The action plans should consist primarily of upgrading that can be realistically implemented by the institution. Action plans should be integrated with upgrading processes already in place in the institution, including both curricular and school wide issues.

All ACTION PLANS include:

- a statement of the area of upgrading
- specific steps that will be taken
- who will be involved with each step
- a timeline for accomplishment of each step
- ways to assess progress

Action Plans for Particular Standards: Each committee responsible for a particular Standard normally writes 1-3 action plans based upon the prioritized areas of upgrading. These action plans are included in the Self-Study Report.

School wide Action Plans: The Steering Committee indicates in this section of the report any school-wide priority areas needing upgrading and the corresponding action plans. After the visit, the Follow-up Committee facilitates the development and implementation of action plans corresponding to school-wide recommendations (including notations). Example action plans are shown in Appendix I.

### 3. Develop the Self-Study Report

Each self study committee contributes one or more chapters to this report (one for each Standard). The Steering Committee will blend the various chapters into a unified report and organize the other items to be included: title page, table of contents, general data, and any pertinent appendices. The text should seldom exceed 100 typewritten pages. Longer reports should be analyzed to determine if documentation, which should be placed in an appendix, has mistakenly been included in the text.

Avoid redundancy wherever possible and maintain a consistent style throughout. Do not repeat material stated under one Standard if it is found in another. Because the Standards are the basis for comparison in this self study, the strengths and areas needing upgrading should be related to them. Areas needing upgrading should focus primarily on those things that can be accomplished either by departments or on a school wide level within existing resources.

Six copies of the final report, including appendices, and six copies of the current catalog should be forwarded to the APTA office and Visiting Team as specified by the Executive Director. Loose-leaf notebook or spiral binding are preferable. The report must be sent at least 60 days prior to the Team Visit. The suggested format of the report is shown in Appendix H.

4. Review Draft of the Self-Study Report

All committee members should review the Self-Study Report draft, whether individually or together, with respect to the following questions:

- a. Does the report address all the important ideas in the Standards and Components?
- b. Is there evidence that the appropriate information was gathered on which to base the conclusions?
- c. Are the action plans realistic?

5. Coordinator Submits Self-Study Report After Steering Committee Review

The Coordinator has an adequate number of copies duplicated and distributes them to the following:

- a. Six copies for Visiting Team members and APTA (sent as specified by the APTA Executive Director).
- b. Copies for institutional use.

## **THE TEAM VISIT**

### **Preparation for the Visit**

1. Coordinator and Visiting Team Chairperson Finalize Schedule for the Visit.

The following is a sample schedule of a four-day visit to assess the school's readiness for provisional accreditation, full accreditation or a reaffirmation of accreditation. The actual schedule should be developed by the Coordinator and Visiting Team Chairperson to meet the particular circumstances of the Team Visit.

## Sample Visiting Team Schedule

### Day One

Morning	Travel to destination
2.00 p.m.	Initial team meeting
4.00 p.m.	Meeting with Steering Committee and tour of facilities
6.00 p.m.	Team/school personnel dinner meeting
8.30 p.m.	Team meeting

### Day Two

7.00 a.m.	Team breakfast meeting
8.30 a.m.	Research and interviews
12.00 noon	Luncheon meeting with Board representatives
1.30 p.m.	Research and interviews
4.30 p.m.	Team meeting (workroom)
5.30 p.m.	Dinner
Evening	Report writing

### Day Three

7.00 a.m.	Team breakfast meeting
8.30 a.m.	Research and interviews
12.00 noon	Luncheon meeting with student leadership
1.30 p.m.	Research and interviews
4.30 p.m.	Team meeting (workroom)
5.30 p.m.	Dinner
Evening	Report writing

### Day Four

7.00 a.m.	Team breakfast meeting
8.30 a.m.	Research and continuing work on draft of the team report
10.30 a.m.	Team reads report to the school's Steering Committee and secures responses
12.00 noon	Lunch
1.00 p.m.	Finalize reports and complete all documents, including the <i>confidential recommendation</i> for the Commission
3.00 p.m.	Read final report. (At President/Principal's discretion, members of the school community may be invited to participate.)



2. For a non-English school Coordinator arranges for translation of document needed by Visiting Team as requested by the Executive Director. (See Appendix J).
3. Coordinator Completes Arrangements for the Team Visit

The Coordinator completes all preliminary Visiting Team arrangements, such as: food, housing, transportation, adequate work and exhibit area, typing/word processing assistance, class schedule, name tags. (See Appendix K: *Instructions for Hosting Visiting Team.*)

## **ON-SITE PROCEDURES**

1. Visiting Team Members Spend Three/Four Working Days at the School

After having read and analyzed the Self-Study Report prior to the visit, the Visiting Team members meet with self-study committees, visit classrooms and talk with students, faculty, staff, administrators, alumni, board members and any other persons the Team determines.

The Visiting Team will seek to verify the Self-Study Report findings, to understand the perceived mission of the school and to identify areas needing upgrading. All faculty, staff and various committee members are encouraged to be open, honest and responsive to questions of the Visiting Team. The success of the visit is based upon communication and cooperation between faculty, staff, committee members and the Visiting Team. Appendix L presents a list of the typical documents that the Visiting Team may wish to see. The school should be prepared to facilitate this review.

Please note that the Visiting Team has been instructed to maintain the confidentiality of information revealed by the school and be objective, ethical, accurate and constructive. In addition, no team member may remove from the school any document for personal use. See Appendix M for the *Statement of Confidentiality*. Any concerns arising during the on-site visit should be addressed to the Visiting Team Chairperson.

2. Visiting Team Reads Draft of Report to the Steering Committee

The Visiting Team presents a draft of their report to the Steering Committee. The Visiting Team Chairperson encourages clarification of factual information. The Visiting Team chairperson will have been in regular communication with the President/Principal, the Coordinator and the representatives of the Steering Committee so that there should be no "surprises" in the report.

### 3. Visiting Team Presents Findings

The visit culminates with the Visiting Team presenting its findings to the institutional community as invited by the President/Principal. The Visiting Team recommendation as to the term and status of accreditation is confidential and not disclosed except to the Commission.

The findings are presented in the form of commendations, recommendations and notations. Commendations are given for areas of significant strength. Recommendations are made when particular areas needing upgrading are identified. Notations are made when significant deficiencies are identified which the school must bring into compliance with relevant APTA Standards.

### 4. The Visiting Team Chairperson Sends the Team Report to APTA

After editing the Visiting Team Report, the chairperson sends a copy to the APTA office in a timely manner, keeping a copy for reference until the time to appeal the Commission's decision is past. The APTA office sends a copy of the report to the school and Commission members.

## **COMMISSION MEETING**

At its meeting following the Team Visit, the Commission will make a determination of the status and term of accreditation and notify the school of its decision. The school has ninety days from the receipt of the notification of the action taken to submit an appeal as per APTA bylaws.

## **FOLLOW UP**

### 1. Coordinator and President/Principal Meet with Follow-up Committee to Review the Visiting Team Report and Commission Action

The Follow-up Committee (which may be the Steering Committee) is responsible for coordination of the action plans, and their implementation and on-going assessment. The President/Principal that this committee promptly begins to coordinate the institution's efforts to develop, implement, and monitor a response to the recommendations of the Visiting Team and any notations applied by the Commission.

### 2. Progress Reports

Institutions should evaluate progress on the action plans and their implementation on an annual basis. These plans will be related to the institution's self-study results and the notations and recommendations made by the Commission.

As required by the term of accreditation, the Follow-up Committee prepares a progress report summarizing the institution's follow-up process. In this report, the institution enumerates each notation and significant recommendations followed by a brief narrative indicating the attention given that area. Also the institution briefly states the overall changes that have occurred as a result of the institution's involvement in the accreditation process. (See statement on *substantive changes*, p. 5.)

After the Governing Board reviews and formally accepts each progress report, the President/Principal sends a copy to the APTA Executive Director.

### **EVALUATION OF GUIDE TO ACCREDITATION**

APTA wants to continue to improve the *Guide to APTA Accreditation Process*. In cooperation with the Steering Committee, the Coordinator is asked to complete the form, *Evaluation of the Accreditation Process* (Appendix N) and submit it to:

#### **MAILING ADDRESS:**

EXECUTIVE DIRECTOR  
Asia Pacific Theological Association  
P O Box 13844, Ortigas Center  
1605 Pasig City, Metro Manila  
PHILIPPINES

Website: [www.apta-schools.org](http://www.apta-schools.org)

E-mail: [apta.org@gmail.com](mailto:apta.org@gmail.com)

These evaluations will not affect the outcome of the institution's accreditation review. They will be seen only by the persons responsible for revision of APTA's official documents.

## **APPENDIX A**

### **GLOSSARY**

**ACCREDITATION** - An Institution has completed a self-study based on the Standards of the Association and has been determined to be guided by well-defined and appropriate goals. Accreditation further signifies that a school has established conditions and procedures under which its goals can be realized, is substantially accomplishing them, and can be expected to continue to do so.

**ACCREDITATION STATUS** - The status of accreditation accorded to a school (e.g. Candidate, Provisional, Full or Probationary).

**ACTION PLAN** - A step by step plan to address a specific area of the school or its program that needs upgrading. It specifies who will be involved with each step, gives a time line, and states the means to assess progress for following through on Recommendations and Notations. (See also School wide Action Plan.)

**APEO (Asia Pacific Education Office)** - APEO functions as an extension of the Asia Pacific Regional Director's Office (AGWM/USA). It exists to assist Bible Schools in the region through providing consultation services and resource materials.

**CANDIDATE** - The step that is achieved by an institution when: 1) the statement of intent to seek accreditation is received and accepted by the Accreditation Commission, 2) the school has agreed to a schedule for the submission of the self study report and the accreditation team visits, and 3) a formal written notification to the institution has been sent by the executive director.

### **CERTIFICATION**

1. Of a Visiting Team Member - A statement by the Accreditation Commission that an individual has been appropriately trained to serve as A Visiting Team member.
2. Of the Self-Study Report - A one-page signed statement by the president/principal of a school assuring that the school's self study contains an accurate statement of facts and the perceptions of the institutional community.

**COMMENDATION** - A formal statement written by a Visiting Team identifying an area of significant strength in a school.

**COMPONENT** - A sub-part of a Standard which clarifies and further defines its meaning.

**CONSTITUENCY** - The broad community served by and supportive of an educational institution. It may include a local church or churches; a secular community; a District or General Council or an international group of Councils, as well as the school's board, faculty, staff, students and alumni.

**COURSE** - An individual subject designed to be taught within a given time frame as a part of a broader discipline or body of subject matter and usually integrated into a series of courses leading to a major, minor, or concentration.

**COURSE OUTCOMES** - The skills, information gained, or other benefits to the student from taking a particular course - usually stated in the form of specific measurable objectives in the course syllabus.

**DEPARTMENT** - A division of the school that has oversight and direction for some area of the school's academic program or ministry.

**EVALUATORS** - Members of a Visiting Team who make an on-site visit to a school to verify the findings of the school as reported in the their Self Study Report. Evaluators have been certified by the Accreditation Commission to conduct an impartial and objective review of the school and its programs.

**ENDORSED STATUS** – is a step between membership and accreditation. The qualifications for and terms of endorsed status are determined by the Accreditation Commission. Endorsed schools have not been accredited and may not represent themselves as accredited, but are making progress toward candidate status, including the initiation of a self-study.

**FIELD MINISTRY** - Assigned and supervised involvement in a local church, mission effort, or other practical ministry situation in which a student gains first-hand experience and ministry skills.

**FTE (FULL TIME EQUIVALENCY)** - Refers to a procedure for determining the number of faculty or students when a school desires to give a total count in either category that accounts for the fact that some are full-time and some are part-time.

Faculty FTE:

The FTE is calculated by dividing the total number of credit hours taught by part-time faculty by the number of credit hours taught by a full-time faculty member. For example, a full-time teacher is often considered to be one who teachers twelve academic hours per term and devotes full-time service to the institution. Thus, in order to arrive at the FTE, the total hours taught by part-time

teachers is divided by twelve and the result, is added to the number of full-time teachers to arrive at an FTE.

$$\text{Faculty FTE} + \frac{\text{Total credit hours taught by part-time faculty}}{\text{Credit hours taught by a full-time faculty member}}$$

Example

Suppose a school has 8 part time teachers who teach a total of 48 credit hours. It also has five full-time teachers who teach 12 credit hours each.

$$\text{Faculty FTE} = 5 + \frac{48}{12} = 5 + 4 = 9 \text{ FTE faculty}$$

Student FTE

The same principle applies when determining the student count. Normally a full-time student takes at least twelve academic hours per term. To determine the student FTE for the term, the total hours taken by the part-time students is divided by twelve and the result is added to the number of full-time students to arrive at a student FTE.

$$\text{Student FTE} = \text{Full time students} + \frac{\text{Total credit hours taken by part-time Students}}{\text{Credit hours taken by a full-time student}}$$

Example

Suppose a school has 20 part-time students taking an average of six credits each for 120 credits. It also has 65 full time students.

$$\text{FTE} = 65 + \frac{120}{12} = 65 + 10 = 75 \text{ FTE students}$$

**FULL ACCREDITATION STATUS** - The institution has been found to be in substantial compliance with the APTA Standards and progress is being made towards responding to any notations.

**GOALS** - General statements of educational intent. (See also Objectives.)  
 Note: For some countries represented in APTA, goals and objectives have the opposite meanings.

**INSTRUCTIONAL INFORMATION SYSTEMS** - The information collection, storage and retrieval systems of a school including tape, video and computer programs that are used in the instructional process.

**INSTRUCTIONAL PROGRAM** - A plan of study with its associated learning experiences, usually in a given discipline or concentration, designed to enable a student to perform at a stated level in that particular discipline, field of study or ministry.

**LEGAL TRUSTEE** - A member of the governing body of an institution (normally the Board of Directors) entrusted with legal responsibility.

**MISSION** - The ultimate purpose for which the school exists. (See also Purpose.)

**MISSION STATEMENT** - A formal statement of the reason for which the school exists which outlines its task in terms of its mandate from Scripture and the school's constituency. The statement specifies the intended end results of the school in terms of student outcome.

**NOTATION** - A formal statement written by a Visiting Team or the Accreditation Commission identifying a significant deficiency which must be brought into compliance with a relevant APTA Standard.

**OBJECTIVES** - Specific and measurable statements of educational intent. (See also Goals.) Note: For some countries represented in APTA, goals and objectives have the opposite meanings.

**ON-SITE VISIT** - A visit made to a school by a Visiting Team appointed by the Accreditation Commission for the purpose of evaluating the accuracy and completeness of the school's self study in regards to its application for accreditation by APTA. An on-site visit involves an analysis of the self study report made by the school, interviews with school personnel and preparation of recommendations to the Accreditation Commission.

**PRELIMINARY VISIT** - A visit to a school requesting initial accreditation by a representative of the Accreditation Commission. The purpose of the visit is to assist the school and the Commission to determine whether it is feasible to proceed with the accreditation process.

**PROBATIONARY STATUS** - The status into which an institution has been placed for failure to comply with APTA Standards, to respond to Notations within the specified time span, or for failure to report substantive changes.

**PROVISION STATUS** - The status of an institution that has complied with most of the APTA Standards and has developed action plans which demonstrate the ability and intent to respond to Notations within a specified time span.

**PURPOSE** - A school's reason for being; the reason for actions, activities, and programs undertaken by the school. (See also Mission.)

**RECOMMENDATION** - A formal statement written by a Visiting Team identifying a particular area needing upgrading in a school.

**SCHOOL WIDE ACTION PLAN** - A plan specifying the steps to be taken to meet a need or address an area needing upgrading that affects the whole school as distinct from a particular Standard or area. (See also Action Plan.)

**SELF STUDY** - A carefully prepared written self-analysis made by a school in terms of the ten APTA Standards for accreditation, identifying the strengths and areas needing upgrading of the school.

**SIGNIFICANT DEFICIENCY** - An important area where the school is not in compliance with one of the ten APTA Standards. This results in a "notation" which must be addressed for accreditation to be granted or continue.

**STANDARDS** - Ten statements adopted by APTA which identify aspects of the school's programs and operation that the school must evaluate in the process of a self-study. The degree of compliance with these statements determines the status and term of accreditation.

**SUBSTANTIVE CHANGES** - Significant changes in a school's administrative personnel, academic programs or other aspects of the school, such as financial difficulties or a new location, that could affect its ability to carry out normal operations.

**TYPICAL INDICATOR** - A specific way a school can demonstrate that a component has been met. Other measures not listed in APTA documents may be used in place of the typical indicators shown.

**WHOLE SCHOOL ACCREDITATION** - The approach of APTA to consider every program and aspect of a school in determining its accreditation.



**APPENDIX B**  
**ACCREDITATION COMMISSION**

**Preliminary Accreditation Questionnaire**

In order to determine if the school meets the basic requirements for accreditation, please respond to the following questions.

Name of School \_\_\_\_\_

Principal/President \_\_\_\_\_

Mailing Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email: \_\_\_\_\_

1. The APTA Accreditation Commission can only accredit institutions that are members in good standing of APTA.

Is your institution a member in good standing of APTA? \_\_\_\_\_ yes \_\_\_\_\_ no  
If no, are you applying for membership with APTA? \_\_\_\_\_ yes \_\_\_\_\_ no

2. To be considered for accreditation, a school must have been in operation for at least five years and/or have graduated two classes.

How long have you been in continuous operation? \_\_\_\_\_  
How many classes have been graduated? \_\_\_\_\_

3. It is necessary for a school to possess appropriate authorization to operate as a school.

What is the church organization that sponsors or authorizes your operation?  
\_\_\_\_\_

List any governmental agencies with which the school is registered or by which it is authorized. \_\_\_\_\_

4. To be considered for accreditation, a school must possess a structured curriculum through which students progress, leading to certification or graduation. Attach your catalog, prospectus or other documents that describe your curriculum.

5. To be considered for accreditation, a school must have a governing body (normally a Board of Directors) which is entrusted with legal responsibility for the school. Briefly describe how your school is governed and attach a copy of your governing documents (normally your constitution and bylaws).

6. To be considered for accreditation, a school must possess the basic resources necessary to implement its curriculum.

a. Complete the following for your school personnel:

	Number full time	Number part-time	FTE
Non-teaching Administrators*	_____	_____	_____
Faculty/Administrators	_____	_____	_____
Faculty (non-Administrators)	_____	_____	_____
Support Staff	_____	_____	_____
Total	_____	_____	_____

\*Administrators who teach no more than one course per academic year.

b. Briefly describe the physical facilities in which your school operates.

c. How many different titles are in your library? \_\_\_\_\_

d. Number of students: Full time \_\_\_\_\_ Part-time \_\_\_\_\_

e. How is the school funded?

7. Briefly describe the history of the school (or reference the pages in the school documents provided on which this appears).

8. Add any other comments that you feel would help APTA to understand your school and its setting.

I certify that the above responses are correct to the best of my knowledge:

\_\_\_\_\_  
Principal/President

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date (DD/MM/YY)

**APPENDIX C**

**Statement of Intent to Seek Accreditation**

Name of School : \_\_\_\_\_

Principal/President : \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ E-Mail \_\_\_\_\_

Yes No

- \_\_\_\_ \_\_\_\_ 1. We have received and reviewed the APTA *Standards* and the *Guide to the Accreditation Process*, and we understand these documents.
- \_\_\_\_ \_\_\_\_ 2. We understand our school's obligation to provide accommodations for the Visiting Accreditation Team and to pay required fees as specified by the APTA Bylaws.
- \_\_\_\_ \_\_\_\_ 3. The school is ready to conduct a self-study as described in the *Guide to the Accreditation Process*.

4. Please indicate the name of your self-study coordinator.  
\_\_\_\_\_

5. Please give three preferred dates for the Accreditation Team visit (see Page 11 of *Guide to the Accreditation Process* for recommended time sequence; allow a minimum of 4 days for the visit).

First choice: \_\_\_\_\_

Second choice: \_\_\_\_\_

Third choice: \_\_\_\_\_

Note: Finalization of visitation dates will be in consultation with the APTA Executive Director.

- \_\_\_\_ \_\_\_\_ 6. Do all of these dates allow sufficient time for the self-study to be completed and the report sent to the Commission at least 60 days prior to the visit?

We confirm that our school requests consideration for accreditation by APTA and is prepared to undertake the self-study process including the team visit.

\_\_\_\_\_  
President/Principal

\_\_\_\_\_  
Officer of Board of Directors

\_\_\_\_\_  
Date (DD/MM/YY)

\_\_\_\_\_  
Date (DD/MM/YY)

School Seal (if available)

**APPENDIX D**

**ANNUAL PROGRESS REPORT BY ACCREDITED SCHOOLS**

**Each APTA Accredited School must file an annual progress report with the Accreditation Commission. These report must be received by the APTA Office by January 31 each year.**

School Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Date of Initial Accreditation: \_\_\_\_\_ Date of Last Visit: \_\_\_\_\_

Current Accreditation Status: \_\_\_\_\_

Have you paid your annual APTA dues for the current year (due previous July)?

\_\_\_ YES \_\_\_ NO.

If included in this report, state the amount enclosed: US\$ \_\_\_\_\_

**For the previous academic year:**

	Number of		
	Full Time	Part Time	
1 <sup>st</sup> Term/Sem			
2 <sup>nd</sup> Term/Sem			
3 <sup>rd</sup> Term			
4 <sup>th</sup> Term			

Number of graduates – others define, during previous academic year: \_\_\_\_\_

Number of Awards: Certificate \_\_\_\_\_ Diplomas \_\_\_\_\_ Degrees \_\_\_\_\_

Other (define) \_\_\_\_\_

**Indicate substantive changes in the following areas not already reported.** Attach additional sheets, if necessary:

**Administration:** \_\_\_\_\_ yes \_\_\_\_\_ no (If yes, list new personnel and position)

**Location:** \_\_\_\_\_ yes \_\_\_\_\_ no (If yes, give address and description of new location)

**Academic programs:** \_\_\_\_\_ yes \_\_\_\_\_ no (If yes, complete attached form)

**Financial conditions:** \_\_\_\_\_ yes \_\_\_\_\_ no (If yes, describe the changes)

An APTA accredited school is obligated to inform the Accreditation Commission in a timely manner of any substantive change in administrative personnel, academic programs or other aspects of the school that would significantly effect its ability to carry out normal operations (e.g., financial difficulties or location). The introduction of new academic programs is considered a substantive change requiring prior notification to the Accreditation Commission.

Attach a list of the recommendations and notations resulting from the last accreditation visit and briefly summarize the actions taken by the school to address these.

We affirm that this report contains a factual statement of the actions taken by the school regarding the recommendations and notations given by the APTA Accreditation Commission.

President/Principal (PRINT)	Signature	Date (dd/mm/yr)
Officer of Board of Directors (PRINT) (Other than President/Principal)	Signature	Date (dd/mm/yr)

For Official Use:

\_\_\_\_\_

Dues paid \_\_\_\_\_ Date \_\_\_\_\_

**For anticipated academic programs change, complete the following:**

1. Name of program: \_\_\_\_\_ and Award: \_\_\_\_\_
2. Person responsible for coordinating the program \_\_\_\_\_
3. Faculty serving the program and their academic qualifications: \_\_\_\_\_
4. Library resources available to serve the program: \_\_\_\_\_
5. Physical facilities used for the program: \_\_\_\_\_
6. Are the APTA requirements for academic programs being followed (e.g. classroom hours, admission requirements, academic records, etc)? yes \_\_\_\_\_  
no \_\_\_\_\_ (explain – reference Standard Two).

## **APPENDIX E**

### **POLICY ON TRANSFER OF CREDITS**

APTA accredited institutions are responsible to determine the transferability of credits received from other institutions either on the basis of comparable accreditation or demonstrated equivalence. Whereas as a school should establish its own criteria regarding requirements for its majors, concentrations and academic awards, no more than 75% of the credits required for a particular academic award should be satisfied through transfer credits.

## **APPENDIX F**

### **POLICY ON CREDIT FOR PRIOR EXPERIENTIAL LEARNING**

APTA recognizes that knowledge and skills relevant to ministry preparation can be obtained in both formal and non-formal settings. Much relevant learning takes place through the experiences of life outside the classroom. Thus APTA accredited institutions may grant a limited amount of credit for adequately validated experiential learning of a post secondary nature. Adequate validation is based on evidence submitted by the candidate for credit which manifests equivalency with formal educational outcomes. This may include credit for business, professional or ministry experience; college level equivalency tests; scholarly publications or presentations; personal study or other non-formal learning experiences.

Credit granted must be relevant to the academic programs offered by the institution and be validated through appropriate documentation and evaluation. In no case may more than one-fourth of the credits required for a degree, diploma or certificate be obtained through experiential learning. It is recommended that credit for experiential learning not be entered into the transcript until all other requirements for graduation have been fulfilled.

## APPENDIX G

### GUIDELINES ON LIBRARY DEVELOPMENT

Standard Five of the APTA Accreditation Standards deals with learning resources. Whether or not a school decides to seek accreditation, developing the supporting resources is an on going need for any school seeking to upgrade its program. APTA evaluates the library of each school applying for accreditation according to the unique circumstances of the school and weighs the quality of the collection, rather than applying any arbitrary numerical criteria. However, it may be helpful to schools developing their libraries to consider the guidelines suggested below:

#### General Considerations

- Highest academic program offered by the school (certificate, diploma, degree)
- The number of courses taught
- The numbers of minors/majors/concentrations offered
- The availability and use of other libraries in the area by students
- The number of students studying at the school
- The number of faculty members
- Language of instruction

#### Collection Analysis

- |  |             |
|--|-------------|
| 1. Basic collection (APEO core bibliography) | 3000 vols.  |
| 2. 100 volumes per FTE faculty member        |             |
| _____ faculty times 100 volumes =            | _____ vols. |
| 3. 10 volumes per FTE student                |             |
| _____ students times 10 volumes =            | _____ vols. |
| 4. 350 volumes per major                     |             |
| _____ major times 350 =                      | _____ vols. |
| 5. 200 volumes per minor or concentration    |             |
| _____ minors/concentrations times 200 =      | _____ vols. |
|  | Total _____ |

APEO - Asia Pacific Education Office (See *Glossary* for full explanation)

FTE - Full Time Equivalency (See *Glossary* for full explanation)

#### Quality Factors

1. Number and variety of usable titles (excluding duplicates).
2. Recent writings and publications as compared to "obsolete books".
3. Recommended works in various disciplines.
4. Adequate resource materials for support of majors, minors and individual courses.
5. Basic library reference materials.
6. Availability of current periodicals and journals.
7. Assurance of ongoing development through regular budgetary allocation and expenditure.
8. Cataloguing of library for easy student access.

## APPENDIX H

### EXAMPLE FORMAT FOR SELF-STUDY REPORT

- I. Title Page
- II. Table of Contents
- III. General Data
  - A. Certification of the Self-Study Report  
(A one-page certification by the president/principal, usually on letterhead, assuring that the self study document is an accurate statement of facts and perceptions of the institutional community.)
  - B. Organization of the Self-Study  
(A one to two-page summary of the way in which the institution conducted the self study and developed the Self-Study Report. This will include a listing of the committees and their membership.)
  - C. Background and Description of School  
(A one to two-page summary of the history and current setting of the institution particularly in relationship to the constituency it serves.)
  - D. Institutional Summary Data Form  
(A one or two-page form showing significant data relevant to the description of the institution, including administration, faculty, staff and students.)

**[EDITOR'S COMMENT: THE BASIC FORMAT FOR HOW TO PRESENT EACH STANDARD AND COMPONENT WILL BE ILLUSTRATED FOR THE FIRST TWO STANDARDS ONLY. FOLLOW THIS FORMAT FOR ALL STANDARDS AND COMPONENTS.]**

#### IV. STANDARD ONE: MISSION STATEMENT, GOALS AND OBJECTIVES

- A. Addressing the *consistency and appropriateness* Component (1A):
  1. A summary of how the institution compares to the Typical Indicators of this Component and/or presentation of other evidence that the Standard is met:
  2. The major strengths of the institution in relation to this Component are:
    - a.....
    - b....., etc.
  3. The major areas needing upgrading in relation to this Component are:
    - a.....
    - b....., etc.
- B. Addressing the *review* Component (1B):  
Use the same 1, 2, 3 format as above.
- C. Summary of strengths and areas needing upgrading:
  1. Among the strengths listed in A-B above, the greatest strengths are:
    - a.....
    - b....., etc.



2. Among the areas needing upgrading listed in A-B above, the greatest priority areas needing upgrading are:
  - a.....
  - b....., etc.
- D. Action Plan:
 

A step-by-step action plan for addressing each of these priority areas needing upgrading.

  - a. State the specific area of upgrading.
  - b. Indicate the activities that will address the area of concern, including persons responsible, appropriate timelines, and ways to assess progress.
- E. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).
 

Describe how the school has addressed each Recommendation and Notation from the previous visit.

V. STANDARD TWO: EDUCATIONAL PROGRAMS

- A. Addressing the *relationship between program and mission statement, goals and objectives* Component (2A):
  1. A summary of how the institution compares to the Indicators of this Component and/or a presentation of other evidence that the Standard is met:
  2. The major strengths of the institution in relation to this Component are:
    - a.....
    - b....., etc.
  3. The major areas needing upgrading in relation to this Component are:
    - a.....
    - b....., etc.

**[EDITOR'S COMMENT: FOR EACH SUCCEEDING COMPONENT USE THE SAME FORMAT AS SHOWN ABOVE.]**

- B. Addressing the *curriculum design* Component (2B):
- C. Addressing the *admissions* Component (2C):
- D. Addressing the *field ministry training* Component (2D):
- E. Addressing the *accurate information* Component (2E):
- F. Addressing the *evaluation of student learning* Component (2F):
- G. Addressing the *academic records* Component (2G):
- H. Addressing the *off-campus programs and courses* Component (2H):
- I. Summary of strengths and areas needing upgrading:
  1. Among the strengths listed in A-H above, the greatest strengths are:
    - a.....
    - b....., etc.
  2. Among the areas needing upgrading listed in A-H above, the greatest priority areas needing upgrading are:
    - a.....
    - b....., etc.
- J. Action Plan:
 

A step-by-step action plan for addressing each of these priority areas needing upgrading.

  - a. State the specific area of upgrading.

- b. Indicate the activities that will address the area of concern, including persons responsible, appropriate timelines, and ways to assess progress.
- K. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.

**[EDITORS COMMENT: FOR EACH SUCCEEDING STANDARD AND COMPONENT, FOLLOW THE FORMAT SHOWN ABOVE.]**

VI. STANDARD THREE: FACULTY AND STAFF

- A. Addressing the *training and experience* Component (3A):
- B. Addressing the *full-time faculty* Component (3B):
- C. Addressing the *number and preparation of faculty* Component (3C):
- D. Addressing the *faculty responsibilities and rights* Component (3D):
- E. Summary of strengths and areas needing upgrading:
- F. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit. Component (4B):

VII. STANDARD FOUR: STUDENT DEVELOPMENT AND SERVICES

- A. Addressing the *student service needs* Component (4A):
- B. Addressing the *appropriateness of programs and services*
- C. Addressing the "student services and staff qualification" Component (4C):
- D. Summary of strengths and areas needing upgrading:
- E. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.

VIII. STANDARD FIVE: LEARNING RESOURCES

- A. Addressing the *sufficiency of learning resources* Component (5A):
- B. Addressing the *selection and evaluation* Component (5B):
- C. Addressing the *organization, availability and use* Component (5C):
- D. Addressing the *trained staff* Component (5D):
- E. Addressing the *relationships and responsibilities* Component (5E):
- F. Summary of strengths and areas needing upgrading:
- G. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.

IX. STANDARD SIX: GOVERNANCE AND ADMINISTRATION

- A. Addressing the *governance* Component (6A):
- B. Addressing the *governing body* Component (6B):
- C. Addressing the *effective management* Component (6C):

- D. Summary of strengths and areas needing upgrading:
  - E. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.
- X. STANDARD SEVEN: PHYSICAL RESOURCES
- A. Addressing the *instructional facilities* Component (7A):
  - B. Addressing the *school equipment* Component (7B):
  - C. Addressing the *comprehensive planning* Component (7C):
  - D. Summary of strengths and areas needing upgrading:
  - E. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.
- XI. STANDARD EIGHT: FINANCIAL RESOURCES
- A. Addressing the *sound financial management* Component (8A):
  - B. Addressing the *budgeting, control, records and reporting* Component (8B):
  - C. Addressing the *projected financial resources* Component (8C):
  - D. Summary of strengths and areas needing upgrading:
  - E. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.
- XII. STANDARD NINE: STUDENT OUTCOMES
- A. Addressing the *effectiveness in ministry* Component (9A):
  - B. Addressing the *satisfaction with ministry training* Component (9B):
  - C. Summary of strengths and areas needing upgrading:
  - D. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.
- XIII. STANDARD TEN: RELATIONSHIP WITH CHURCHES
- A. Addressing the *positive relationships* Component (10A):
  - B. Action Plan: Addressing Recommendations and Notations from Previous Visit (if any).  
Describe how the school has addressed each Recommendation and Notation from the previous visit.
- XIV. SCHOOL WIDE ACTION PLANS
- The Steering Committee indicates in this section of the report any school wide priority areas needing upgrading and the corresponding action plans.
- XV. APPENDICES

## APPENDIX I

### EXAMPLE STEP-BY-STEP ACTION PLANS

The following are two examples of what action plans might be like. Note that they consist of a general statements of the area to be upgraded and a number of specific steps the school will take to accomplish this. Refer to the description on page 22.

#### Example 1

##### Area of upgrading

The administration, faculty, and staff will work together to build more cohesion.

##### Action Plan

1. The administration and the Follow-up Committee will form a representative committee to review this need by the end of the school year.
2. The committee will review the existing information about the problem, gather further data, and generate short and long-range potential solutions by the opening of the new school year.
3. The committee will coordinate a workshop series in the early part of the school year that will focus on communication, listening skills, and conflict resolution that will enhance job effectiveness.
4. The committee will coordinate activities that address this upgrading area during the upcoming school year.
5. The committee will monitor the activities to ensure that the problem is being addressed in such a way that a lasting sense of unity is being generated.
6. The committee will evaluate the status of the desired outcome at the end of the next school year and make necessary modifications in the long-range plan.

#### Example 2

##### Area of upgrading

Need to enlarge the library collection in selected areas

##### Action Plan

1. The administration will increase the budget for library acquisitions at the rate of 10% per year for the next five years.
2. The librarian will survey the faculty to determine the most critical areas needing new library resources before the beginning of the next school year.
3. The librarian will present for faculty approval, a five-year acquisition plan based on the increased funding level before the beginning of the next school year.
4. The acquisition plan will be reviewed by the faculty annually to ensure continued relevance to the focus of the academic programs.
5. At the end of five years, the entire library collection will be reviewed to determine its adequacy and relevancy with regard to the academic programs being offered.

## **APPENDIX J**

### **DOCUMENTS NEEDING TRANSLATION TO ENGLISH**

Documents to be translated during an on-site visit to a non-English school:

- 1 Self Study Report
- 1 Catalog (course titles, and programs)
- 1 Sample academic record/transcript
- 1 Missions statement, goals and objectives
- 1 Faculty list and assignments
- 1 Other items as requested by the Executive Director

## APPENDIX K

### INSTRUCTIONS FOR HOSTING A VISITING TEAM

Your school will soon be hosting an APTA Visiting Team. The purpose of the visit is to verify your self-study and submit a report to the APTA Accreditation Commission on your readiness for accreditation. The following guidelines are given to assist you in planning for this visit and hosting the team in an appropriate manner. Any questions in this area should be directed to the APTA Executive Director or the Visiting Team Chairperson upon the team's arrival.

#### **Team Activities Before, During and Following Visit:**

The Visiting Team visits the school as representatives of the APTA Accreditation Commission and has the singular purpose of evaluating the school for accreditation. The Visiting Team will require all the time available to fulfill this purpose. Hence, during the visit the Visiting Team members should not be expected to speak in chapel, teach classes, conduct staff and faculty training sessions, speak in local churches, etc. Incidental consultation may occur during the normal process of the visit.

Normally, the Visiting Team members will not arrive in the area prior to the visit nor stay in the area following the visit. To avoid any inappropriate influence concerning the school, Visiting Team members are requested to decline any invitations to engage in ministry related to the school immediately before or after the official visit. Visiting Team members may accept ministry invitations that are distinct from the activities of the school (for example, ministry in local churches not directly related to the school).

The purpose of these guidelines is to preserve the integrity and objectivity of the Team Visit. For the same reason, school are cautioned to avoid giving any gifts or special favors to Visiting Team members which could be interpreted as an effort to influence the Team.

#### **Accommodations:**

The school is to provide adequate accommodations for Visiting Team members. Rooms with readily accessible toilet/bath facilities, good air circulation and a quiet environment are preferable. If accommodations are provided with families, choose carefully, remembering that the Visiting Team members will be extremely busy with little time for fellowship. Arrange accommodations well in advance of the Visiting Team arrival at the school.

#### Checklist

- \_\_\_\_\_ Make accommodation arrangements/reservations at least one month before the Visiting Team arrives.
- \_\_\_\_\_ Check that the accommodations are suitable for Visiting Team members.

#### **Transportation:**

Visiting Team members will need to be met at the airport or other points upon arrival and taken to their accommodations. If not staying on campus, they will also need to be transported to and from the school during the visit.

Checklist

- \_\_\_\_\_ Communicate with the Executive Director regarding the travel plans of the Visiting Team members.
- \_\_\_\_\_ Determine individual members' flight details and/or arrival times.
- \_\_\_\_\_ Arrange for someone to meet the Visiting Team members and transport them to their accommodations ( a number of vehicles may be needed).

**Food Services:**

Visiting Team members will need adequate meals that are carefully prepared. These could be arranged through the school, at local restaurants or with families. It is important to provide food that is suitable for those attending. Normally, the Visiting Team will eat alone for the morning and the evening meals in order to have this time for discussion. However, the Team may request to eat in the school's dining facility for lunch in order to observe the facility and interact with students and staff.

Checklist:

- \_\_\_\_\_ Check with the APTA Executive Director for any special meal requirements.
- \_\_\_\_\_ Make arrangements for meals at the school , local restaurants or with families, as appropriate.
- \_\_\_\_\_ Coordinate the meals in light of work load and schedule.

**Work Arrangements:**

The Visiting Team will need a private room on campus with adequate work space. It should be reserved for their exclusive use during the visit. The room should be well lighted, heated/air conditioned and readily accessible. Basic school documents (such as the constitution and bylaws, catalogue, policy documents, etc.) as well as other resource materials, should be available in the room. Depending on the facilities, a separate private room may be required for interviews. Secretarial and/or clerical assistance may be required. Interpreters/translators may also be needed if school documents are not in English. Name tags should be provided for team members. An orientation to the school facilities should be provided soon after the Team arrives.

Checklist:

- \_\_\_\_\_ Arrange for a work area with all necessary equipment and resource materials available.
- \_\_\_\_\_ Obtain name tags and confirm that names are spelled correctly.
- \_\_\_\_\_ Provide for clerical and translation assistance (if needed).

**School Orientation:**

The school community should be informed of the Team's visit and purpose for coming. They should be encouraged to interact openly and freely with team members as requested.

Checklist:

- \_\_\_\_\_ Conduct orientation of faculty, staff and students regarding Team visit.

## APPENDIX L

### TYPICAL DOCUMENTS NEEDED DURING ON-SITE VISIT

The following documents are typical of those to be reviewed by team members prior to their interviews. This listing is by no means exhaustive. The purpose is to verify their existence, as they are appropriate to the school, their proper maintenance and their ready availability for use in the institution. As many of these as possible should be on file in the workroom assigned to the Visiting Team.

- I. The Institution and its Objectives
  - \* Self-study report and supporting data
  - \* Articles of incorporation/other authorization documents
  - \* Mission statement
  - \* Institutional goals
  - \* Specific objectives
  - \* Past school catalogs
  - \* Historical enrollment totals
  - \* Institutional planning document
  
- II. Educational Programs
  - \* Program requirements
  - \* Complete course syllabi
  - \* Class schedules
  - \* Grading data
  
- III. Faculty and Staff
  - \* Faculty vita and personnel files
  - \* Faculty meeting minutes
  - \* Faculty committee minutes
  - \* Faculty handbook
  - \* Faculty evaluation instruments and data
  - \* Faculty salary scale history and policy
  - \* Professional growth program
  
- IV. Student Development and Services
  - \* Student recruitment mailing lists
  - \* Student recruitment mailings
  - \* Student handbook
  - \* Student files (current)
  - \* Student files (historical)
  - \* Financial aid records
  - \* Student ministries records
  
- V. Learning Resources
  - \* Library circulation statistics
  - \* Library accession records
  - \* Library shelf list
  - \* Collection maintenance schedule



- VI. Administration and Governance
  - \* Constitution and bylaws
  - \* Organizational charts
  - \* Board of control minutes
  - \* Board committee minutes
  - \* Administrative annual reports
  - \* Administrative operating manuals
  - \* Job descriptions
  - \* Staff handbook
  
- VII. Physical Resources
  - \* Campus buildings maintenance records
  - \* Equipment inventory
  
- VIII. Financial Resources
  - \* Budget
  - \* Monthly financial statements
  - \* Audit reports and/or annual financial reports for previous three years
  - \* Management reports for external auditors
  - \* Chart of accounts
  - \* Records of outstanding accounts payable
  - \* Endowment fund records
  - \* Annuity program records
  - \* Insurance records
  - \* Mortgage or other debt records
  - \* Requisition records
  - \* Purchase order records
  - \* Student account records
  - \* General ledger
  - \* Gift income records
  - \* Accounts receivable
  - \* Vendor contracts
  - \* Donor records
  
- IX. Student Outcomes
  - \* Alumni records
  - \* Placement records
  - \* Graduate survey records
  
- X. Relationships with Churches
  - \* General mailing lists
  - \* Public relations materials
  - \* Church leadership and pastoral response materials  
or evidence of school effort to solicit participation

## **APPENDIX M**

### **STATEMENT OF CONFIDENTIALITY**

To properly evaluate a school, the Accreditation Commission must have access to all documents that give insights into the true condition of the institution. Refusal of a school to provide full and honest disclosure of its affairs is sufficient justification for denial or withdrawal of candidate, provisional or accredited status.

The Commission and its representatives shall be sensitive to the privacy rights of individuals. The Commission regards an institution's Self-Study Report, progress reports, and financial statements as confidential. The minutes of the board of directors and the report of the Accreditation Commission are also confidential.

Confidential materials are not available to the public at large. However, they are available to those with legitimate accreditation concerns on a "need to know" basis. The Executive Director will exercise appropriate discretion in determining who has legitimate accreditation concerns and thus may "need to know" certain confidential information.

The Accreditation Commission will disclose all final decisions granting or withdrawing candidate, provisional or accredited status. Should an institution operate in a manner that raises concern, the Commission will have the prerogative of disclosing any confidential material required to explain the reason for its action regarding the candidate, provisional or accredited status of the institution.

**APPENDIX N**

**EVALUATION OF THE ACCREDITATION PROCESS**

(To be submitted to APTA Executive Director by the School Accreditation Coordinator or President/Principal upon completion of the team visit and Commission notification of action taken regarding accreditation.)

**Confidential**

APTA is seeking to improve the accreditation process. Since you have recently completed an accreditation review, we would like you to provide input on the following items.

I. Type of Visit	RATING				
_____ For initial accreditation	Very	Very			
_____ For reaffirmation of accreditation	Weak	or	Strong		
II. Guide to Accreditation					
1. The meaning of accreditation and the basic requirements were clear.	1	2	3	4	5
2. The steps to take were adequately identified.	1	2	3	4	5
3. The status, terms and conditions of accreditation were clearly identified.	1	2	3	4	5
4. The wording used was clear and new words were clearly defined.	1	2	3	4	5
5. Most questions arising during the process were answered in the <u>Guide</u>	1	2	3	4	5
III. Self study					
1. There was adequate lead time for the self-study.	1	2	3	4	5
2. There was clear guidance from the association on the self-study process	1	2	3	4	5
3. There was appropriate consultation from the professional staff (if requested)	1	2	3	4	5
4. The institution benefited from the self-study.	1	2	3	4	5
5. Ongoing mechanisms for institutional analysis are in place.	1	2	3	4	5
IV. Accreditation Standards					
1. They were comprehensive in nature	1	2	3	4	5
2. They are sufficiently broad for innovation and flexible for unique situation	1	2	3	4	5
3. They are up-to-date	1	2	3	4	5
4. They were a catalyst for qualitative improvement of the school.	1	2	3	4	5
V. Visiting Team					
1. The Team exhibited professional conduct on campus.	1	2	3	4	5
2. The Team was competent to do the on-site visit.	1	2	3	4	5
3. The Team Report was factual and well written.	1	2	3	4	5
4. The Team Report was genuinely helpful.	1	2	3	4	5

VI. Comments:

VII. Would you suggest any changes in the APTA Accreditation process?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      Please elaborate:

Name and Location of the Institution \_\_\_\_\_

Date \_\_\_\_\_

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